DOCUMENT RESUME

ED 102 227 UD 014 522

AUTHOR	Haubrich, Vernon
TITLE	A Comparative and Developmental Study of the Effects of Desegregation in Selected Public Schools. Final Report.
INSTITUTION	Wisconsin Univ., Madison.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-7-1151
PUB DATE	30 Jun 72
CONTRACT	OEC-0-8-001151-01879-010
NOTE	114p.; This document has been reproduced from the best available copy
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Academic Achievement; Educational Opportunities; *Integration Effects; Intelligence Differences; *Longitudinal Studies; Measurement Techniques; *National Surveys; *Public Schools; Racial Differences; *School Integration; Social Differences; Teacher Influence; Urban Schools

ABSTRACT

This study, conceived of as a follow-up of "Equality of Educational Opportunity," attempted to review longer term aspects of school achievement and to examine comparison data over a period of five to six years. The final sample of cities included three in the South, three in the North and one in the Middle Border region of the country. Over a period of six years the investigators moved from interview data, to objective testing of children, to interview data with community leaders, to a retest of some children remaining in three of the school systems, to the final report. A major innovation of this study was the development of the Wisconsin Cartoon test (WISCAR) which was designed to enable children to express feelings of racial awareness, social distance and perception of authority. The findings of the study include the following: The data indicate congruence with other major studies of social class, region of country and race as regards Achievement-IQ results. Teachers with relatively highly authoritarian attitudes had a depressing effect on Achievement-IQ levels which ranged from five to 40 IQ points. The WISCAR test indicated the strong impact on children of the race of teacher they have and the racial composition of the classroom where they are being taught. Community and school leadership is critical to the effecting of successful desegregation. (Author/JM)

ED1022227

RECEIVED
AUG 17 1972
Research-Rep.V

014522C

7-1151

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Final Report

Grant No. OEC-0-8-081151-0187(010)

BEST COPY AVAILABLE

A Comparative and Developmental Study of the Effects of Desegregation in Selected Public Schools

Vernon Haubrich

The University of Wisconsin

Madison, Wisconsin

June, 1972

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

BEST AVAILABLE COPY

VD 014 522

BEST COPY AVAILABLE

014522

Final Report

Grant No. OEC-0-8-001451-01879-010

A Comparative and Developmental Study of the Effects of Desegregation in Selected Public Schools

Vernon Haubrich

The University of Wisconsin

Madison, Wisconsin

June 30, 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

BEST COPY AVAILABLE

Acknowledgments

The completion of this project required the cooperation of a wide number of agencies and personnel. First and foremost one must call attention to the consistently supportive attitude of the USOE who provided the basic funding for the project. Without this long term support the involved and complicated testing of children, teacher interviews and analysis of findings would not have been possible.

Second, the University of Wisconsin through the Institute for Research on Poverty was able in the beginning years of the project to provide some support for faculty and students which was critical to the successful early years of the study. The Office of the Dean of the School of Education provided the necessary space to store project materials and at a critical juncture in the last three months of the project, research support.

Third, the critical assistance of Dr. Ann D. Clark, of the University's Center on Mental Retardation, was instrumental in the development of the WISCAR test, the analysis of the data and the final pulling together of the report.

Fourth, colleagues and students provided a rich source of critical analysis as an ongoing aspect of the program. Special attention must be called to the cadre of graduate students who received training in this crucial area of needed research and to the research projects initiated by 6 years of seminar work. During the last year of the project a research assistant, Hugo Vega, was a devoted and inspired aide in finishing the final report.

BEST COPY AVAILABLE

Table of Contents

I. Introduction

Summary
Introduction
Methods and Objectives
Modifications
The First Year

II. Findings and Analysis

Aggregate Data
Comparative Data
Regression Analysis
The Prediction of Student Ability
Teacher Attitudes and Children's Achievement
The Wisconsin Cartoon Test
The Politics of School Desegregation

III. Summary and Conclusions

BEST COPY AVAILABLE

Summary of the Study

The findings of the study can be stated as follows:

1) The data indicate congruence with other major studies of social class, region of country and race as regards Achievement-IQ results;

2) The attitude of teachers as measured by a Christie Short Form Scale of the California Personality Test proved to be a highly significant instrument which separated teachers in high authoritarian and low authoritarian groups;

3) Teachers in the high authoritarian group had a depressing effect on Achievement-IQ levels which ranged from 5-40 IQ points;

4) The WEBCAN test of racial awareness, perception of authority, and social distance indicated the strong impact on children of the race of teacher they have and the racial composition of the classroom where they are being taught;

5) Community and school leadership is critical to the effecting of successful school desegregation;

6) Our regression analysis accounted for, using region, race and class as major variables, only 30% of the variance among the scores of the children in our study.

BEST COPY AVAILABLE

Introduction to the Study

The process of desegregation is one that has both plagued and heartened American society for over 300 years. With the introduction of schooling as a classic factor in life success and the recognition of the inherently unequal effects of segregation based solely on race, courts, schools, teachers, students, parents, social scientists and others interested in the future of a democratic society began to search out the manner and means to effect a desegregated and integrated society which would reflect a basic equality of educational opportunity.

This study was conceived of as a follow-up of Equality of Educational Opportunity, usually referred to as the "Coleman Report". Far smaller in conception and utilizing a population which was only a sample of the cities in which we worked, this study attempted to review longer term aspects of school achievement and to examine comparison data over a period of 5-6 years. The selection of the cities was aided by the USOE, the desegregation centers in the various sections of the country which give technical and educational support to communities desegregating and by personal contact with school superintendents.

Our final sample of cities included three in the South, three in the North and one in the Middle Border region of the country. Without the continuing support of the Superintendents and Board members in these cities the study would have been impossible.

Over a period of 6 years we moved from interview data, to objective testing of children, to interview data with community leaders, to a retest of some children remaining in three of the school systems, to our final report. A major innovation of this study was the development of the Wisconsin Cartoon test (WISCAT) which was designed to enable children to express feelings of racial awareness, social distance and perception of authority.

Methods and Objectives

A. Objectives

1. To determine and record the impact of desegregation in various types of communities and elementary schools. These data will be related to successful and unsuccessful school experiences in school desegregation.

2. To delineate and identify, on the basis of the retrospective studies, the variables in school and community settings which are related to school success in desegregated schools.

3. To test the characteristics of the pivotal variables in a predictive framework in several school settings where desegregation is about to occur and to record the relationships

BEST COPY AVAILABLE

between independent pivotal variables and the dependent variables of school success.

4. To provide, within the limits of the study, materials, case studies, procedures, practices and significant elements related to successful school desegregation to school personnel, institutions preparing teachers and other interest parties.

B. Procedures

As an exploratory and developmental study, the data to be gathered will be descriptive in nature and will describe the practices, procedures and critical variables in successful and unsuccessful desegregated school districts. Successful is taken to mean educational progress scores which are maintained or significantly improved and where, adjustment to school as measured by various scales and school records, is positive.

The frame for the data will include retrospective studies of school districts which have been desegregated for one, two or three years, and during the latter part of the study, on-site observations and studies of newly desegregating schools in different locales. In both situations the perceptions of teachers, administrators, pupils and other interested parties will be solicited to gain a comparative view of school desegregation within and among schools.

In newly desegregating schools tests will be administered at periodic intervals to gain multiple perceptions of teachers, administrators, pupils and other interested parties in various types of schools and locales.

The general design hopes to ascertain the pivotal variables which affect school performance of pupils and teachers in desegregated and desegregating schools. On-site observations combined with retrospective studies should yield useful data for teachers, administrators, colleges which prepare teachers and administrators, school board members and other interested parties.

Controls to be sought will include elementary schools which remain segregated, schools where both groups have gone to school together as a matter of course because of neighborhood proximity, students who have moved in reverse of desegregation, and finally, students who merely moved from one kind of school to a similar type of school.

Data and instrumentation will include standard achievement, reading, attitude and sociometric scales. An Interdisciplinary advisory committee will lend assistance, support, and critiques of the developing instrumentation. The time span of the project will be three years (mid Sept., 1967 - Sept., 1970).

7

BEST COPY AVAILABLE

Modifications

The major modification which was made in the course of the study was to reduce the total number of communities from 10 to 7. The reason for this was that the seven communities were yielding the same data as the ten and we reduced the total to 7 for purposes of economy. We, therefore, had a total of three communities in the South, three in the North, and one in the Middle Border region.

A major addition to the study occurred when we decided to introduce the Cartoon test (MISCAR) into the testing program. This test was designed to elicit information from students regarding their basic likes and dislikes with respect to classmates, schooling and teachers, their perception of authority and racial awareness.

We were able to carry forward our basic testing program with children, teachers and school administrators. We were able to administer attitude inventories to teachers and to research the basic demographic data necessary to the study.

We were unable to find students who had moved from a desegregated to a newly segregated situation to see if the retrogression in Achievement-IQ scores would occur.

We combined our requirements in the testing program into a single test (Otis Lennon) of IQ. The reasons for this is that we found great correlation between the IQ measure and measures of reading achievement. In effect the study takes the basic measure of IQ as a concomitant measure of achievement as well. Over 90% of the students who were tested on the IQ and Reading Achievement measure were within one stanine on each measure.

In summary, the fundamental design of the project remained intact and we were able to meet the basic requirement of the study.

First Year

During the first years of the program we conducted focused interviews with students, teachers, administrators and community leaders in the cities. These interviews were designed to elicit information regarding the basic views of the participants in the program and to construct a testing program based on the results of the interviews.

These focused interviews made it manifestly clear that both the Achievement-IQ and the Attitudinal data were important and that an additional measure which involved student responses to a multi-racial situation was critical.

quently, the testing program that was eventually adopted was based on direct interviews with students, teachers, administrators, and community leaders and included a new test - the MISCAR - a test to determine a child's reaction to authority, social distance and racial identity.

Aggregate Data

The presentation of our data will follow social class, city, type of school (Black, White, Integrated), sex, region, and race. Tabulations for the tables which follow have been drawn from our questionnaire findings, testing program and school records. Cities will be identified by Roman numerals; region will be by North, South and Middle Border, class will be by lower, working and middle; sex will be by male and female and race by black and white.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

	Mean IQ	Number	S.D.
1. For the whole sample	94.80	2678	15.447
2. North	97.49	946	15.827
South	90.44	1159	14.027
3. North) Including	97.49	946	15.827
South) middle class	90.44	1159	14.027
Middle Border)	99.48	410	14.155
4. White	100.80	1301	15.403
Black	88.69	1248	12.887
5. Black) excluding middle	88.69	1247	12.890
White) class	100.35	1268	15.174
6. Class (total sample)			
Middle	111.24	148	16.363
Working	97.09	1035	14.953
Lower	91.12	1368	13.970
Black middle class (total)	105.42	19	18.322
Black working class (total)	90.16	355	13.134
Black lower class (total)	87.73	874	12.347
White middle class (total)	111.93	153	16.073
White working class (total)	100.78	665	14.556
White lower class (total)	97.25	482	14.648
7. South			
Black middle class	94.62	8	15.820
Black working class	87.69	236	12.804
Black lower class	86.80	528	12.483
White middle class	108.50	90	15.347
White working class	99.30	448	14.227
White lower class	95.78	293	14.274
8. North			
Black middle class	113.27	11	16.371
Black working class	95.08	119	12.425
Black lower class	89.15	346	12.017
White middle class	116.67	53	15.928
White working class	103.83	217	14.785
White lower class	99.53	169	14.963
9. [illegible]			
[illegible] (total)	97.49	946	15.827
South (total)	92.89	1569	14.607

BEST COPY AVAILABLE

	Mean I.Q.	#	S.D.
10. Region and Race			
North - black	91.19	476	12.923
white	105.87	470	15.952
South - black	84.96	562	11.219
white	96.26	597	13.926
Middle Border - black	94.89	209	12.985
white	104.25	201	13.763
North - black	91.19	476	12.923
white	105.87	470	15.952
South - black (including Middle	87.14	771	12.683
white Border)	98.27	798	14.305
Middle class north black	111.17	12	17.230
Middle class north white	116.78	65	15.681
Middle class south black	97.17	6	22.605
Middle class south white	105.90	39	15.167
Middle class middle border black	99.25	4	11.786
Middle class middle border white	104.32	25	12.909
Working class north black	95.34	122	12.574
Working class north white	103.83	217	14.785
Working class south black	85.31	185	11.804
Working class south white	96.95	337	14.121
Working class middle border black	95.59	82	12.547
Working class middle border white	105.54	115	12.771
Lower class north black	89.16	347	12.001
Lower class north white	99.53	183	14.963
Lower class south black	84.28	395	11.367
Lower class south white	94.32	231	13.452
Lower class middle border black	93.39	171	12.027
Lower class middle border white	100.31	65	16.325
11. Boys only by SES	100.55	84	16.632
Middle class	95.26	503	15.078
Working class	90.04	676	14.729
Lower class			
12. Boys only by region, race, and SES			
Middle class north black	114.00	6	13.971
Middle class north white	115.32	34	17.361
Middle class south black	103.00	5	20.885
Middle class south white	104.67	30	14.401

BEST COPY AVAILABLE

	Mean I.Q.	#	S.D.
Working class north black	94.08	53	12.208
Working class north white	103.17	102	14.404
Working class south black	86.40	126	13.383
Working class south white	98.29	222	14.265
Lower class north black	88.59	184	12.293
Lower class north white	98.89	109	15.042
Lower class south black	85.19	238	13.576
Lower class south white	93.52	154	15.556

13. Girls only by SES

Middle class (total)	111.16	64	16.353
Working class (total)	98.24	532	14.740
Lower class (total)	92.18	692	13.170

14. Girls only by region, race and SES

Middle class north black	108.33	6	20.944
Middle class north white	118.53	30	13.891
Middle class south black	94.25	4	17.914
Middle class south white	105.46	24	13.978
Working class north black	96.32	69	12.853
Working class north white	104.43	115	15.152
Working class south black	89.78	123	12.393
Working class south white	100.20	227	14.164
Lower class north black	89.80	163	11.668
Lower class north white	100.34	88	14.986
Lower class south black	88.27	300	11.667
Lower class south white	98.14	141	12.391

15. Boys only, by region: North-South-Middle Border and race

North black	90.41	243	13.023
North white	103.11	236	16.002
South black	83.03	282	12.362
South white	95.52	316	14.815
Middle Border black	94.25	113	13.096
Middle Border white	101.47	102	15.433

16. Girls only, by region: North-South-Middle Border and race

North black	92.16	224	12.852
North white	104.70	233	15.919
South black	86.32	305	10.854
South white	97.52	256	13.337
Middle Border black	94.23	102	12.793
Middle Border white	105.97	133	12.407

BEST COPY AVAILABLE

	Mean I.Q.	#	S.D.
17. Boys only by region: North-South-Middle border, Race and SES			
Middle class north black	114.00	6	13.971
Middle class north white	115.32	34	17.381
Middle class south black	99.00	3	28.160
Middle class south white	105.09	23	14.368
Middle class middle border black	102.00	3	12.767
Middle class middle border white	104.06	16	14.897
Working class north black	94.08	53	12.206
Working class north white	103.17	107	14.404
Working class south black	83.70	101	12.113
Working class south white	96.64	174	14.272
Working class middle border black	95.32	40	12.248
Working class middle border white	103.28	50	13.439
Lower class north black	88.59	184	12.296
Lower class north white	98.89	100	15.042
Lower class south black	82.38	178	12.073
Lower class south white	92.02	119	14.721
Lower class middle border black	93.30	70	13.590
Lower class middle border white	97.81	36	17.826
18. Girls only by region: North-South-Middle border, Race and SES			
Middle class north black	108.33	6	20.944
Middle class north white	118.53	30	13.891
Middle class south black	95.33	3	21.779
Middle class south white	105.87	15	16.518
Middle class middle border black	91.00	1	00.000
Middle class middle border white	104.78	9	9.135
Working class north black	96.32	69	12.853
Working class south black	104.43	115	15.152
Working class south black	87.25	84	11.186
Working class south white	97.27	163	13.995
Working class middle border black	95.83	42	12.969
Working class middle border white	107.28	65	12.049
Lower class north black	89.89	163	11.668
Lower class north white	100.34	88	14.986
Lower class south black	85.83	218	10.532
Lower class south white	96.78	112	11.523
Lower class middle border black	93.58	99	12.789
Lower class middle border white	103.41	29	13.925
19. Sex			
Boys	93.87	1258	15.948
Girls	95.86	1288	14.920

BEST COPY AVAILABLE

	Mean I.Q.	N	S.D.
20. Sex and Race			
Black boys	87.45	596	13.435
White boys	99.66	662	15.834
Black girls	89.84	650	12.293
White girls	101.99	638	14.871
21. Boys only - Region and Race			
North black boys	90.41	243	13.023
South black boys	85.37	352	13.339
North white boys	103.11	236	16.002
South white boys	96.92	409	14.972
22. Boys only by region			
North boys	96.67	479	15.878
South boys	91.58	761	15.532
23. Girls only - Region and Race			
North black girls	92.00	233	12.795
South black girls	88.63	417	11.848
North white girls	104.70	233	15.910
South white girls	99.69	389	13.441
24. Girls only by region			
North girls	98.35	466	15.761
South girls	93.97	806	13.791
25. Sex - Region (North-South-Middle Border) - Race			
Boys only			
Boys north	96.67	479	15.878
Boys south	89.23	575	14.756
Boys middle border	98.84	186	14.917
Boys black north	90.41	243	13.023
Boys black south	82.23	265	11.528
Boys black middle border	94.97	87	13.950
Boys white north	103.11	236	16.002
Boys white south	95.22	310	14.591
Boys white middle border	102.24	99	14.973
Girls only			
Girls north	98.35	466	15.761
Girls south	91.63	548	13.175
Girls middle border	100.13	222	13.595
Girls black north	92.00	233	12.795
Girls black south	86.08	207	10.650
Girls black middle border	94.96	120	12.370
Girls white north	104.70	233	15.910
Girls white south	97.38	297	13.104
Girls white middle border	106.21	102	12.236

BEST COPY AVAILABLE

I-S

	I		W		E	
	B	W	B	W	B	W
GD 1	[illegible]	15/[illegible]	2/[illegible]	26/[illegible]	21/[illegible]	1/96.0
GD 2	[illegible]	19/103.5	4/80.3	21/90.2	30/86.9	0
GD 3	4/96.3	30/[illegible]	4/86.5	20/92.2	25/81.9	1/75.0
GD 4	3/[illegible]	25/87.8	6/74.3	5/93.2	23/83.4	4/74.5
GD 5	5/[illegible]	22/[illegible]	2/77.0	20/[illegible]	27/82.8	1/64.0
GD 6	5/76.2	24/93.6	3/90.0	18/85.2	37/73.5	0

V-S

	I		W		E	
	B	W	B	W	B	W
GD 1	5/94.0	13/93.5	1/103.0	11/11.0	25/88.7	0
GD 2	8/[illegible]	20/91.7	0	15/110.1	23/88.5	0
GD 3	9/[illegible]	11/[illegible]	0	22/112.1	26/82.5	0
GD 4	8/89.5	13/91.7	0	20/95.6	26/81.5	1/75.0
GD 5	11/94.2	8/94.4	0	21/96.3	29/84.1	0
GD 6	7/88.9	12/87.3	0	18/101.4	28/87.6	0

VIII-S

	I		W		E	
	E	W	B	W	B	W
GD 1	20/82.4	8/92.8	0	24/98.6	20/78.7	0
GD 2	13/82.9	11/84.6	0	29/97.1	23/78.2	0
GD 3	14.79.4	7.85.9	0	29.97.9	24.74.3	0
GD 4	9/[illegible]	11/97.4	0	31/104.7	30/80.7	0
GD 5	10.[illegible]	13.98.2	0	32.99.3	24.84.0	0
GD 6	9/91.6	9/83.0	0	24/103.8	23/84.0	0

II-N

GD 1	9/93.4	11/112.9	1/102.0	13/106.6	20/80.6	0
GD 2	9/86.6	8/116.6	2/93.0	13/105.4	21/100.6	0
GD 3	0	0	1/87.0	17/93.3	19/91.8	0
GD 4	12/87.8	11/116.9	3/95.3	20/100.2	24/87.6	0
GD 5	11/94.6	7/122.0	2/88.5	21/98.3	19/89.1	0
GD 6	12.89.7	11/115.5	1/74.0	23/100.7	24/86.0	0

BEST COPY AVAILABLE

IV-N

	I		W		B	
	B	W	B	W	B	W
CD 1	16/86.0	8/99.3	9/91.8	19/106.8	16/92.5	3/92.3
CD 2	17/93.0	10/98.1	2/80.5	6/99.5	12/92.3	15/106.0
CD 3	0	0	1/82.0	12/102.3	8/98.1	12/95.8
CD 4	12/83.3	12/92.8	6/85.7	15/102.2	14/90.1	2/87.5
CD 5	12/89.9	9/93.9	5/99.4	21/102.3	15/87.1	6/98.5
CD 6	11.83.1	8/96.5	5/79.2	14/102.5	17/94.1	5/107.4

VI-N

	I		W		B	
	B	W	B	W	B	W
GD 1	0	0	3/88.3	25/108.1	0	0
GD 2	0	0	5/99.8	22/115.5	0	0
GD 3	9/82.9	11/102.4	1/86.6	22/124.2	0	0
GD 4	14.90.4	7/98.3	0	23/115.6	26/104.1	0
GD 5	17/96.5	11/101.1	2/94.5	25/107.2	14/92.2	1/80.0
GD 6	21/91.4	6/94.5	0	20/115.3	16/87.1	2/86.5

III - M.S.

CD 1	14.88.5	8/90.5	6/85.5	17/97.4	19/88.5	0
CD 2	12/83.5	5/91.4	1/85.0	25/106.6	22/93.3	0
GD 3	10/103.3	8/103.3	3/103.3	22/102.2	19/94.0	8/96.8
GD 4	21/103.3	8/106.1	1/119.0	24/120.6	17.101.0	2/110.0
GD 5	16/96.6	13/101.5	1/80.0	24/112.2	21/93.0	3/88.7
GD 6	16/97.0	13/93.4	1/99.0	21/103.6	15/96.0	5/100.8

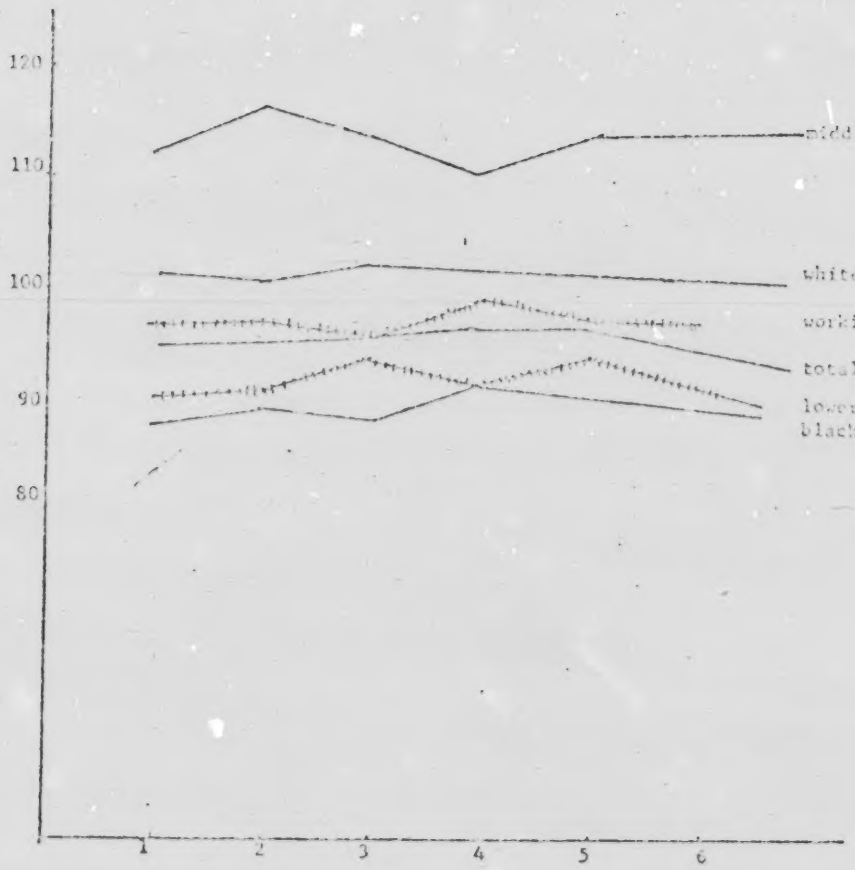
I-S

	I	W	B
	0	0	2/83.5
Middle black	5/112.8	3/92.33	0
Middle white	6/83.0	5/86.0	65/83.62
Working black	92/97.35	56/88.62	1/64.0
Working white	21/82.48	16/81.44	93/82.16
Lower black	31/91.45	47/88.87	6/78.17
Lower white			

V-S

Middle black	1/71.0	0	0
Middle white	1/115.0	9/109.0	0
Working black	12/94.58	0	18/84.28
Working white	22/93.68	23/104.89	1/75.0
Lower black	32/90.03	1/103.0	139/86.86
Lower white	51.92.75	62/104.73	0

BEST COPY AVAILABLE



BEST COPY AVAILABLE

VII-S

	I	U	B
	0	0	1/117.0
Middle black	2/86.0	16/102.31	0
Middl white	22/93.0	0	45/83.85
Working black	18/91.5	123/101.07	0
Working white	30/82.33	0	50/78.16
Lower black	14/88.0	18/93.17	0
Lower white			

II-N

Middle black	3/102.33	1/102.0	1/89.0
Middle white	31/121.39	4/102.25	0
Working black	27/95.41	6/92.17	24/95.67
Working white	14/103.64	77/100.3	0
Lower black	22/88.41	3/85.67	97/87.24
Lower white	2/110.0	25/98.0	0

IV-N

Middle black	1/118.0	0	0
Middle white	0	1/117.0	2/91.0
Working black	4/98.0	4/87.25	15/92.73
Working white	9/100.89	41/103.15	8/101.75
Lower black	62/87.24	22/87.55	64/90.73
Lower white	37/91.41	45/102.73	22/98.77

VI-N

Middle black	0	0	0
Middle white	2/113.0	53/116.81	0
Working black	11.91.38	2/98.5	24/96.88
Working white	8/99.87	53/111.58	2/85.5
Lower black	22/96.91	27/114.26	1/86.0

III-M.B.

Middle black	3/103.0	0	0
Middle white	1/98.0	24/104.58	0
Working black	29/98.9	5/98.6	28/93.04
Working white	23/101.83	80/107.96	9/101.89
Lower black	56.94.36	7/88.29	81/94.49
Lower white	30.95.5	25.109.56	9/94.11

BEST COPY AVAILABLE

Comparison Data

One of the questions which has consistently surrounded the issue of black, white and integrated education has been the issue of the effect over time of the impact of education in a black, white or integrated school. We had funds and time to retest three places, one North, one South and one Middle border community. We did not retest children or teachers with questionnaires or attitude scales because of the limitations of time. Between 1968 and 1972 we assumed that the elements surrounding the students were essentially the same. Where critical aspects of schooling did change (such as the closing of a formerly white school) a notation to that effect will be made.

The first city where the comparisons were made was in the South. The code for the city is I-S. Tests were administered in the integrated and black schools to students who had been in grades 1, 2 and 3. The former white school had been closed in 1970 and the students reassigned to effect a better pattern of integration. These actions were due to a court order. The data for I-S follow.

Aggregate Data

	1968 Type of School			1972		
	Int.	White	Black	Int.	White	Black
Black	84.43	85.53	82.12	91.43	86.20	84.55
White	97.01	89.38	78.33	103.15	83.20	0
Total	94.81	88.27	83.01	100.74	83.20	84.55

The data for the Middle Border city follow. The code for the city is III-M.B..

Aggregate Data

	1968 Type of School			1972		
	Int.	White	Black	Int.	White	Black
Black	93.99	88.87	93.43	83.36	95.00	91.74
White	97.87	106.90	98.31	98.31	100.91	82.50
Total	99.31	105.15	94.02	88.91	100.36	91.00

The data for the Northern city follow. The code for the city is VI-N.

BEST COPY AVAILABLE

Aggregate Data

Type of School	1968			1972		
	Int.	White	Black	Int.	White	Black
Black	92.28	96.82	99.10	89.40	93.20	85.91
White	100.50	114.92	88.67	97.00	110.46	0
Total	95.15	113.48	94.19	90.66	109.09	85.91

We have presented the aggregate data for the schools to indicate the effects of schooling in an integrated, white or black school. We have not presented the grade by grade data for it is incomplete and indicates a randomization pattern. The data from the Southern schools is most complete for the integrated and black schools; for the Middle Border schools it is complete for all the schools, and for the Northern city it is complete for the white and the black school.

The integrated school in the Southern community showed substantial gains in Achievement-IQ for both white and black students. Both groups increased their scores by over 6 IQ points in the interim period, a not insubstantial figure. In the case of the black school, there has been a gain of 1.4. While the whites dropped and blacks increased in the case of the former white school, the study cannot make any claims for these figures as the school was closed and the scores were obtained by seeking out the students who had transferred. The procedures do not lend confidence to these data.

The data for the Middle Border school are confusing and do not fit into any pattern which lends itself to explanation. In the integrated school both whites and blacks dropped and the blacks dropped a full 15 Achievement-IQ points, while the whites dropped only 1 Achievement-IQ point and the few blacks in that school (N=10) gained a full ten points. In the black school the blacks dropped 2 Achievement-IQ points while the few whites in that school dropped a full 14 Achievement-IQ points. The only gains were made by blacks in a white school and the losses sustained by blacks in an integrated school and whites in a black school are substantial. At this time the data need further analysis and an explanatory thesis is lacking.

The data for the Northern school indicate a similar pattern, but with less severe effects. The school classified as integrated in 1968 was on a path of resegregation, and by 1972 almost 3/4ths of the students were black. This school experienced a three point drop for both blacks and whites over the four year period. The school classified as white had a small number of blacks and the drop which they experienced over the four years was 3 Achievement-IQ

points. Whites in the school dropped by 4 points. The blacks in the all black school experienced the greatest decline, almost 10 Achievement-IQ points. It is interesting to note that the blacks in the white school and the blacks in the black school had almost identical Achievement-IQ scores in 1968.

The retest data indicate the fickle quality of attempting to draw hard and fast conclusions regarding ability, achievement or progress in any type of school setting. It is apparent that data related to the climate of the school, the attitude of teachers and the political-social situation in communities is far more crucial to the explanation of these figures than any of us realize. Children are sensitive barometers of expectations, community pressures and school climate. That the data do not fit into hard and fast categories of black, white or integrated education, nor into categories of innate abilities nor into preconceptions regarding how children should be arranged in classes, speaks to the importance of research into the unobtrusive and relatively "soft" research areas regarding attitude, school climate and community expectations.

BEST COPY AVAILABLE

Regression Analysis

The regression model which we adopted included one dependent variable, Achievement-IQ, and four independent variables, Race, Region, Lower Class and Working Class. A second model included two additional independent variables, Attending a Black School and Attending an Integrated School.

With the four variables the total variance accounted for was .2622, and with the six variables the total variance accounted for was .2713. It is apparent from this analysis that a large measure of the variance among the scores is yet to be explained and that additional analysis and investigation is critical to any successful explanation of the success of desegregation or the variance among the scores of the children.

Table 1

Independent variable (dependent variable is IQ Achievement)	Regression coefficients (t in parentheses	Marginal R square
Race		
0=White	-10.355	.1635
1=Black	(16.981)	
Region		
0=South	6.2202	.0507
1=North	(10.347)	
Lower class		
0=otherwise	-14.136	.0191
1=Lower class	(11.784)	
Working class		
0=otherwise	-11.150	.0303
1=Working class	(9.319)	
Constant	110.16	
	(96.457)	
R^2	.2622 (corrected for degrees of freedom)	

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2

Independent variable (dependent variable is Attainment)	Regression coefficient (t in parentheses)	Marginal R square
Race 0=White 1=Black	-7.5611 (9.412)	.1635
Region 0=South 1=North	6.3473 (10.272)	.0507
Lower class 1=lower class 0=otherwise	-13.525 (11.293)	.0191
Working class 1=working class 0=otherwise	-10.786 (9.056	.0303
Attending black school 1=attending black school 0=otherwise	-5.2017 (5.340)	.0055
Attending integrated schools	-2.7013 (3.539)	.0043
Constant	11.03 (95.251)	
R^2	.2713 (Corrected for degrees of freedom)	

BEST COPY AVAILABLE

The Predictions of Student Ability

An important consideration of our project was the extent to which teachers were able to assess accurately the ability of their students. We asked the teachers in the study to rank the students in deciles as to intelligence, schoolwork, behavior and personality. We isolated, for purposes of our study, the teacher rankings in intelligence and compared them with the actual scores obtained by our independent testing of the students. To give the teacher maximum opportunity to correctly assess the student's ability, we counted her response as accurate and correct if she placed the student in the proper third of the ability levels in the class. For example, if a teacher ranked a student in any of the top three deciles, and the student scored in the upper third of the class in our intelligence test, the teacher's response was graded as an accurate assessment of the student's ability. It is important to emphasize heavy initial weight which gives teachers the benefit of the doubt. A teacher could be off by as much as two deciles and still be counted as accurately assessing a student's ability.

The data which we report indicate that at a time of the school year (November to January) when teachers should have a relatively accurate view of the abilities of their students, we find that teachers are unable to accurately gauge the abilities of their students. The data indicate the following:

Ability of Students	Teacher Predictions
Low Ability Students (lowest 1/3)	Off by 64%
Moderate Ability Students (middle 1/3)	Off by 42%
High Ability Students (highest 1/3)	Off by 50%

Teachers cannot accurately assess the abilities of their students except perhaps in the case of the middle range students. Additional analysis of teacher assessment of student abilities will be undertaken in the report on the attitudes of teachers and the achievement of children.

Teacher Attitudes and Children's Achievement

One of the persistent arguments in educational literature is the issue of the influence of the school on the achievement of the child. This argument has several faces. One face of the argument indicates the persistent and literal strength of native ability; another face of the argument indicates the force of social class in the determination of achievement in school; others emphasize the facilities of schools. To escape the argument some have indicated that what is most probably the case is that an interface among the various factors is most probable and that to go beyond this is not usually productive.

Recent research has indicated in a provocative thesis that the perceptions of the teacher are crucial to the view the child has of himself and the environment he encounters in school. He is the instrument of the self-fulfilling prophecy. What teachers, schools, parents, etc. predict -- that is the child will become. What we have done in this study is to isolate one of the factors which may influence the attitude of teachers -- namely, that of his basic authoritarianism towards issues in general as opposed to his equalitarian outlook on these same issues. Samuel Bowles and Henry Levin have indicated that the intellectually competent teacher, as measured by a verbal ability test, may contribute enormously to a child's relative achievement in school. We hypothesized in our study that a teacher's basic authoritarianism may contribute similar decrements to a child's achievement.

BEST COPY AVAILABLE

We administered a Christie Short Form F Scale to the teachers in our sample. This form of the F Scale was designed to correct for the acquiescence factor and enable respondents to answer the issue more directly. The scores we obtained on this F Scale were divided into top, middle, and lower thirds and then compared with students' achievement-IC in the study itself. The results indicate an enormous influence on the part of a "liberal" vs. "authoritarian" teacher.

The total aggregate data relating to the authoritarianism vs. liberal issue follows. Data was gathered on all the teachers in the schools where we tested and for purposes of analysis we separated out the teachers whose children participated in the testing program from those whose children did not participate. Our lower score was 19 and higher was 68.

Population	F Score	N	SD
Total teachers	45.83	270	9.0
All males	41.50	30	
All females	46.37	240	
All blacks	49.19	84	
All whites	44.29	182	
Black males	40.89	9	
White males	42.65	20	
White females	44.49	162	
Black females	50.19	75	
Northern teachers	40.95	77	
Southern teachers	47.78	193	

There is a shift from liberal to conservative as one moves from white to black (with the notable exception of black males), from north to south, from male to female. The data on the teachers, when grouped by the cities, bears out the cumulative effects that are noted above. There is an inexorable move from liberal to conservative as one moves from northern to southern cities.

Additionally, we analyzed the racial composition of the classroom in our study to see where liberal vs. authoritarian teachers were teaching. The results, which move from the most liberal to the most conservative are most revealing in that the move out is from white segregated to black segregated.

Classroom Type	F scores of teachers	N
White segregated	42.63	32
White integrated (majority white)	44.20	30
Black integrated (majority black)	45.44	27
Black segregated	48.87	23

As F scores increased on the part of teachers, achievement scores were decreased. One of the factors which seems to enter into the achievement of children is the relative conservatism vs. liberalism of the teachers in the study.

BEST COPY AVAILABLE

To examine the fundamental question of the differential impact of conservative vs. liberal teachers, we examined the scores of the top third of the teachers (most conservative) with the scores of the bottom third of the teachers (most liberal) and compared these scores to the Achievement-IQ scores of children controlling for middle, working and lower class, and by scores of black and white children. In addition children were asked to rank themselves into one of five categories representing their own estimate of their class ranking. These categories were:

1. one of the best students in my class
2. above the middle of my class
3. in the middle of my class
4. just good enough to get by
5. near the bottom of my class

The results of the comparisons were most revealing in the effect which the scores of teachers seem to have on the Achievement-IQ scores of children.

The first comparison which we made was to examine the upper one-third of our teacher population (conservative) and the lower one-third of the teacher population (liberal) and compare the effects these teachers have on the Achievement-IQ of the total sample of children divided into lower, working and middle classes. The results for each grade and the totals for each class are most striking.

The data indicates that the effect of a conservative vs. a liberal teacher, inside social class lines, has consistent effects from lower to middle class and is relatively consistent from grade to grade. The liberal teacher seems to contribute to higher Achievement-IQ scores on the part of children in all social classes.

The second comparison we made was to examine the effects of the conservative and liberal teachers in white, black and integrated schools, again dividing the children into lower, working and middle classes. The number of children who are black in a classified white school are very small as are the number of white children in classified black schools.

BEST COPY AVAILABLE

Grades	Middle Class Children Liberal teacher	Conservative teacher
1	113.20	118.50
2	119.12	118.00
3	114.75	97.25
4	115.38	86.00
5	124.22	114.80
6	114.17	---
Totals	115.89	106.82

Grades	Working Class Children Liberal teacher	Conservative teacher
1	102.21	94.41
2	102.10	94.86
3	95.66	98.82
4	95.79	96.38
5	100.63	98.00
6	100.37	84.15
Totals	99.65	95.20

Grades	Lower Class Children Liberal teacher	Conservative teacher
1	97.02	87.89
2	96.56	89.23
3	94.92	90.03
4	89.34	89.33
5	90.84	94.14
6	93.10	84.61
Totals	93.83	89.10

The third comparison we made was to look at the effects of the conservative and liberal teacher in the North and in the South, again dividing the children into lower, working and middle classes and by race of the child. Again the results are most striking in that a consistent pattern is established in the North and in the South for the effects of a conservative vs. a liberal teacher.

BEST COPY AVAILABLE

Black School

Socio economic status	Liberal teacher			Conservative teacher		
	Black	White	Subtotal	Black	White	Subtotal
Middle class	101.00	0	101.00	0	102.00	102.00
Working class	92.22	97.57	92.86	87.14	122.00	89.39
Lower class	90.12	96.50	90.59	86.89	97.50	97.02
Totals	90.95	97.00	91.49	86.93	108.20	87.46

White School

Socio economic status	Liberal teacher			Conservative teacher		
	Black	White	Subtotal	Black	White	Subtotal
Middle class	0	115.04	115.04	0	106.00	106.00
Working class	95.60	105.03	104.66	80.67	98.37	97.52
Lower class	91.06	102.92	100.00	80.90	96.45	96.28
Totals	92.09	106.83	105.51	80.85	98.04	96.28

Integrated School

Socio economic status	Liberal Teacher			Conservative Teacher		
	Black	White	Subtotal	Black	White	Subtotal
Middle class	114.89	120.22	118.89	111.50	113.00	112.82
Working class	99.06	101.42	100.42	94.54	96.95	96.41
Lower class	93.53	94.80	94.16	88.79	92.09	90.10
Totals	97.21	102.31	100.08	90.63	95.98	93.77

BEST COPY AVAILABLE

South

Socio economic status	Liberal Teacher			Conservative Teacher		
	Black	White	Subtotal	Black	White	Subtotal
Middle class	113.00	105.08	105.64	0	103.12	103.12
Working class	91.11	101.65	98.59	84.14	95.39	92.81
Lower class	91.05	96.19	93.49	85.06	92.01	87.17
Totals	91.24	99.77	96.39	84.90	94.57	89.73

North

Socio economic status	Black	White	Subtotal	Black	White	Subtotal
Middle class	112.30	119.18	118.27	118.00	109.33	111.50
Working class	98.86	107.58	103.96	96.75	110.83	102.79
Lower class	91.65	102.62	95.06	89.37	96.00	93.77
Totals	95.21	110.31	103.55	90.80	101.61	93.76

BEST COPY AVAILABLE

The last comparison we made was to examine the effects of the liberal vs. the conservative teacher, inside class line, by race and dividing the children into their own estimates of their rank in class. Again the striking feature of the data is the relatively depressing effect of the conservative teacher on the Achievement-IQ scores of children no matter their own assessment of their abilities.

BEST COPY AVAILABLE

Liberal Teacher

Socio economic status

	Middle Class	Working Class	Lower Class	
Best	115.00	102.30	94.40	100.16
Above middle	120.19	102.06	95.41	104.04
Middle	109.94	100.86	93.51	99.53
Get by	109.25	93.63	90.07	92.30
Bottom	101.00	89.75	86.27	89.00
Total	115.31	99.19	92.72	98.61

Race

Black	White	
92.10	107.68	100.25
93.33	106.61	102.73
94.56	102.38	100.27
90.73	94.33	92.16
88.56	95.00	89.85
91.91	103.43	98.50

Conservative Teacher

Socio economic status

	Middle Class	Working Class	Lower Class	
Best	106.69	99.33	90.05	94.06
Above middle	104.33	96.59	91.27	93.77
Middle	103.00	94.11	91.00	92.53
Get by	71.00	93.58	86.82	88.77
Bottom	---	91.00	83.30	86.19
Total	102.17	95.93	89.48	92.18

Race

Black	White	
89.07	101.55	94.60
89.40	98.69	92.88
86.83	96.59	92.14
85.27	95.87	88.10
84.00	90.11	87.24
87.58	98.03	91.91

BEST COPY AVAILABLE

All Students

	Socio economic status				Race		
	Middle Class	Working Class	Lower Class		Black	White	
Best	114.86	99.90	93.87	97.56	90.79	105.74	97.67
Above middle	117.26	99.61	95.66	99.41	89.84	104.68	98.49
Middle	107.69	98.75	91.58	95.82	85.56	101.03	95.66
Get by	102.56	92.52	89.61	91.12	88.77	94.84	91.13
Bottom	101.00	88.70	84.90	86.59	85.27	90.14	88.07
Total	112.23	97.52	92.32	95.76	89.30	101.87	95.56

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table of Contents

I. BACKGROUND AND DEVELOPMENT

II. ADMINISTRATION AND SCORING

III. TESTING PROCEDURE AND DESCRIPTION OF POPULATION

IV. DESIGN AND ANALYSIS

V. RESULTS

Appendices

Appendix 1 Test Form

Appendix 2 Test Pictures

BEST COPY AVAILABLE

THE WISCONSIN CARTOON TEST

BACKGROUND AND DEVELOPMENT

In 1967, as part of an investigation into the relationship between desegregation procedures and pupil achievement, a focused interview technique (See Appendix) was developed to elicit responses from children, grades 1-6, regarding their perceptions of school authority and activities within the school. The questions related to the classroom, the total school, school staff, and the peer group.

Following interviews in 10 cities throughout the nation, the data were used to develop a cartoon picture test to elicit more specific responses from young children, K-3.

Professor Roy A. Mauche, University of South Florida, Tampa, served as a consultant to the project and produced a series of aesthetically pleasing scenes in the following paradigm:

	CLASSROOM AND PLAYGROUND SCENES		NEUTRAL SCENES	PLACEBO
	Black Adult	White Adult	No Adults	No Human Figures
Predominantly Black Pupils				
Predominantly White Pupils				

The cells and distribution are repeated for: Classroom scenes and Playground scenes, with an adult authority figure; neutral scenes, defined as school scenes with little connotation, such as children walking through a doorway, with no authority figure present; and placebo scenes, pictures with no persons appearing and neutral content such as a tree and a fence. In developing the type of physical characteristics to be represented in the cartoon-like drawings, an effort was made to represent features of black persons in a realistic manner and to insure that black and white persons were presented in an equally attractive manner.

The results of the pilot testing were most encouraging in confirming the use of cartoons to elicit responses regarding racial awareness, perceptions of authority, and social distance. On the basis of the pilot data, the WISCAN was incorporated into the larger study.

The primary purpose of this part of the project was to develop and test a clinical instrument designed to provide information on children's reactions to differing racial balances in school settings. The data collected as part of this development

and validation, however, go beyond this purpose and [illegible] to provide additional hypothesis testing and generalizability which will be described in the body of the report.

From a total of 57 pictures, 10 were chosen after pilot testing.

A Madison, Wisconsin school, containing socio-economic balance in its elementary school population, and as large a sample of black pupils as might be found in the area, was selected for pilot testing.

Children were selected in the following manner: black children within the grades were identified and all were included. This was possible as the black population in any one room did not exceed 5-6 pupils, and was generally smaller. White students were randomly selected by the principal. Since the principal was given general information about the project, and did not know the specific goals, it was felt that he had no relevant bias in selection, if in fact any bias might have occurred.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Administration and Scoring

Children are tested individually in a relatively distraction-free environment, such as an empty classroom or testing area. Children are brought from the classroom by the tester who attempts to put him at ease. Depending on the age of the child, the tester might say, "We are going to look at some cartoons, and I want to hear what you have to say about them. It is very easy, and when we finish I will have someone else from your class come also."

Subject data, name, age, etc. recorded before or after the testing session, on the data sheets provided, and attached to the cartoon response sheet.

The instrument consists of 11 cartoon pictures mounted on heavy cardboard and presented individually. Each picture is designed for a specific response and questions are specified.

The following presents a general outline of the response categories:

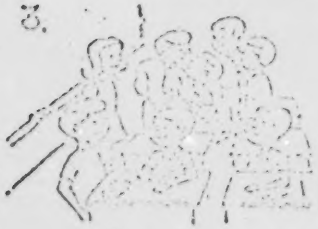
1.

This is a neutral cartoon to establish a perception of reality and attempt to place the child at ease. The subject is required to mention houses, or other buildings such as church, apartment, etc. He is allowed to give as much detail as he wishes. If the child does not perceive the buildings, the test may be continued until the tester has clearly established that the child is not answering in a context of reality.

2.

The primary response to this picture is the role identification of the female adult. Additionally, a response of racial and positional identity is elicited.

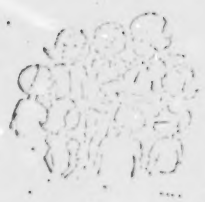
3.



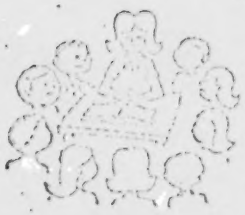
In this cartoon the concern is for the perception of the unstructured classroom as "constructive" or "nonconstructive." That is, whether the child perceives the children as engaged in behavior appropriate to the classroom, or as "misbehaving," or engaged in inappropriate behavior.

BEST COPY AVAILABLE

Additionally, the child gives a racial-positional response, and indicates where the teacher might be, which is interpreted as a measure of the authoritarian nature of the school.

4. 

This cartoon is one of four similar pictures presenting sociogram-like data, from a projective perspective. The child identifies other children in the racial-positional framework. Further, the teacher is identified in contrast to the child's real teacher, and the basis for this identification is given.

5. 

The response pattern is similar to number 4 above.

6.

The response pattern is similar to Figure 2, but self-identification is for females only.

7.

The response pattern is similar to 3.

8.

The response pattern is similar to 4 and 5.

BEST COPY AVAILABLE

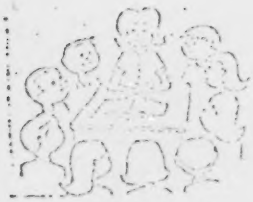
9.

This picture, like 7 and 6, seeks identification of the role of the adult, in this case a male, and identification of the leader within the peer group. The leader identification is a racial-positional response, with the basis for the choice being given.

Self-identification is included for males.

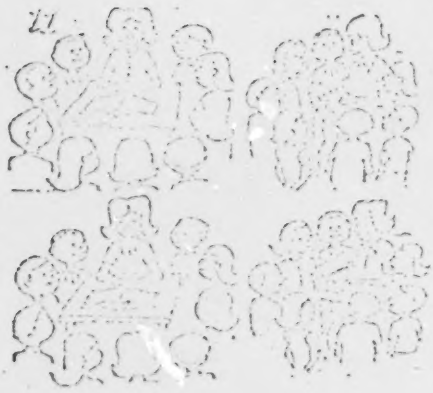
The response pattern follows 4, 5, and 8.

10.



This cartoon elicits the choice of the child of the classroom and the teacher he would like most to have and the basis for that choice. The only reliable difference in the four pictures is racial make-up.

11.



BEST COPY AVAILABLE

III. DESCRIPTION OF POPULATION AND TESTING PROCEDURE

A sub-sample of 473 children was randomly chosen from the larger sample population of this study. The children were in grades K through six and ranged in age from 5yr. 3mo. to 14yr. 6 mo., with a mean age of 9yr. 2mo. The children were chosen from three northern cities: Hartford, Berkeley, and Decatur with a total of 208 children; and four southern cities: Jacksonville, Galveston, Paducah and Pensacola with a total of 265 southern children. In each city a predominantly white, predominantly black, and an integrated school were chosen such that the sample consisted of 169 children in predominantly white schools, 136 children in predominantly black schools and 168 children in integrated schools. (Definitions of school type are provided previously.)

There were 204 black children and 241 white children in the sample and 28 children of Mexican and Indian descent that were not used in the analysis of data except when obtaining general descriptive statistics for the entire sample.

The IQ mean for the entire sample was 94.5, with a range from 147 to 56. The mean for black children was 89.3, ranging from 133 to 56; and the mean for white children was 101.5, ranging from 147 to 66.0. This is reflective of the IQ means for the population of the total study.

The testing procedure was relatively simple. Children were randomly selected from the same classrooms which were identified for the larger study. Two lists, one of black and one of white students, were used to provide racial balance; boys and girls were chosen equally. Separate testing areas were provided in all schools, using offices, empty classrooms, and auditorium areas. The examiners attempted to establish rapport while walking to the test area. Black examiners were used in the predominantly black schools and white used in the predominantly white schools. Children were told that they were going to have a picture game, not a test, to learn more about children in schools different from ours. They were also told we would be using the same game with many of the other children in the class.

The children in general were very willing to leave the class and very cooperative. Testing time was as short as 10 minutes and as long as 30 minutes.

IV. DESIGN AND ANALYSIS

A. The responses to the cartoons fall into three general areas: social distance, perception of authority, and racial awareness.

Social Distance:

What effect does differing racial balances and race of adults have on a child's placement of himself in a group? Does the child,

on the basis of differing racial makeups in pictures, place himself in close or far proximity to members of the same and opposite racial groups, to adults, and in relation to the total configuration (peripheral within, etc.).

Perception of Authority:

Here the focus is on the child's perception of authority within the school, primarily defined as the teacher, with specific questions as to what happens when the teacher is not visible in a classroom situation. Further, does race make a difference in these perceptions, including race of the respondent, racial makeup of the picture, and subject's type of school?

BEST COPY AVAILABLE

Racial Awareness:

Given a variety of choices reflecting differing racial balances and adult figures will the child assign positive and negative characteristics on a nonequivalent basis? Such characteristics would include self-identity, grades, personality, popularity, occupational status and so forth.

B. Two types of analyses are reported herein. They were performed on the responses to the individual questions for each of the pictures. The first consisted of a cross-tabulation program (UNCC 1970), in which the children were divided according to race and then region (i.e. North and South). This initial analysis was best suited for pictures ascertaining differential attitudes to authority and adult figures across race and region. The second analysis was performed on pictures in which projective responses of assignments of characteristics were obtained. The race and school of each child were the independent variables across which the responses were analyzed. Race and school were defined as: black children in predominantly black schools, predominantly white schools and in integrated schools. These same categories were used for the white children. Thus each question was compared across these six possible categories.

Differences across these groups would then indicate differential attitudes of black and white children in schools of varying racial balance.

Because of the qualitative nature of the responses, tests of independence (or lack of statistical association) were performed on the categorical attributes of the sample population in relation to race and racial balance of the school that the subject was attending. All the assumptions for chi square tests were met: 1. Each observation was independent of every other observation placed in each table, since each child was tested individually and only one response per question was considered for each contingency table;

2. Each response qualified for one and only one cell in the table;
3. Expected frequency for each cell was greater than five. Also, as recommended by Hays (Hays 1963) the categorical attributes or intervals were established prior to data collection.

Basically, the analysis consists of determining whether a statistical association exists between the race and type of school that a subject attends and the response he takes in choosing a particular child from a stimulus picture of classroom children in various degrees of proximity from the teacher. The response to each question could fall in one of four categories: white child near teacher, white child far from teacher, black child near teacher, and black child far from teacher. These responses were then compared against the racial balance of the school the subject attends. Thus treating each category as qualitative attributes made possible a chi square test of independence.

BEST COPY AVAILABLE

The entire set of data are thus arranged into a joint frequency distribution or contingency table, symbolized by

	A1	A2	A3	A4	A5	A6
B1	A1B1	A2B1	A3B1	A4B1	A5B1	A6B1
B2	B2A1	A2B2	A3B2	A4B2	A5B2	A6B2
B3	A1B3	A2B3	A3B3	A4B3	A5B3	A6B3
B4	A1B4	A2B4	A3B4	A4B4	A5B4	A6B4

A1= white child in predominantly white school
A2= white child in a predominantly black school
A3= white child in an integrated school
A4= black child in a predominantly white school
A5= black child in a predominantly black school
A6= black child in an integrated school

The second attribute is the chosen preference of each child in response to a specific question such as, "Who is the happiest child in this picture?"

B1= black child near teacher
B2= white child near teacher
B3= black child far from teacher
B4= white child far from teacher

(All categories of B were not used for each picture, as the composition of a picture would determine the use of two or three of the categories. Other bounds not exemplified here are defined within tables.) Corresponding to the joint-frequency distribution for a sample, there is a joint-probability distribution in the population. Two discrete attributes are considered independent if and only if $p(Aj,Bk) = p(Aj)P(Bk)$ (i.e. The probability of the joint event AjBk happening is the same as the probability of Aj

BEST COPY AVAILABLE

c. The data presented herein represent only a small proportion of the amount of data available for analysis, and already analyzed. However, funds for the project did not allow for further reporting at this time.

Scolers are encouraged to contact the project director for access to further data, and at the present time data is in form for doctoral and masters research as well as independent research using raw data.

Areas for Further Reporting Include:

Normative data for test standardization;
Correlation data with the Bogardus Scale of Prejudice;
Test Data on two groups of Handicapped children;
Additional test data on normal children in an all white community;
Data on positional responses as a factor in choice;

Further, the WISCAR data is compatible with the format of all other subject data making correlational and other analysis most feasible. Thus, any data available on the WISCAR population can be used against all other data from the study.

V. RESULTS

A. Analysis and results of data relating to racial awareness

Hypotheses:

1. Racial majority/minority of scenes will have no effect on the child's identification of himself by correct racial membership.
2. Race of the teacher will have no effect on the child's correct self-identification by racial membership.

When asked, "Which child is most like you," across the four classroom scenes, black and white children tend to pick children whose racial identity is the same as their own, with percentages ranging from 94.2% correct, to 76.3% correct.

The percentages of misidentifications are not significantly different for either group. (see Table 1). However, the conditions under which percentages of misidentifications are different seem most related to the predominant race of the children in the classroom. Table 1 following presents these data:

	Black Teacher Pictured	White Teacher Pictured
Predominantly Black Children Pictured	5.8% black subject misidentification, 23.4% white subject misidentification	9% black subject misidentification, 17.7% white subject misidentification
Predominantly White Children Pictured	17.9% black subject misidentification, 6.5 % white subject misidentification	14.0% black subject misidentification, 8.0% white subject misidentification

BEST COPY AVAILABLE

These data would seem to confirm several recent studies of self-concept in black children. Of particular note is the study and literature review by Zirkel and Moses (1971) who found self-concept in Negro children is not significantly different from that of white children.

While VISCAR does not purport to measure self-concept there are several similarities between its questions and those generally included on measures of self-concept. This is evident in questions which ask the subject to place value judgments on the relative "likes" and "dislikes" of teachers of children, and children of other children.

Correct racial identification was interpreted as a positive finding. While more sophisticated data analysis could be utilized, the overwhelming percentages lead to the conclusion supported by numerous studies, that black children prefer to identify themselves as black children. While this may not seem an unusual finding given the civil, social and educational changes within black culture, it was considered an important question to document.

In continuation of data analysis relating to racial awareness, two similar playground scenes, one with a white adult present and one with a black adult present were presented with the following hypotheses and results. Hypothesis: There will be no differences in children's assignment of role to adult figures on the basis of the adult's race.

TOTAL RESPONSES

	Teacher	Mother	Helper	Neighborhood Figure	Other
White Adult	93.06%	4.77%	.65%	1.52%	0
Black Adult	65.02%	22.37%	1.49%	10.07%	.43

BEST COPY AVAILABLE

Overall, the total sample was more likely to assign the role of teacher to both adults. There were no significant differences in the assignment of role to the white adult between black or white children. There was a significant difference in the role assignment to the black adult ($p > .005$, chi 15.277).

Considering the same situation by race of children and geographical location, the following results were obtained. Black and white children did differ significantly in the assignment of role to the black adult (.005, 15.277), with greatest difference being in the black children's more frequent assignment of the role of mother to the black adult.

Regionally, there was a significant difference (.025, 11.084) in the role assignment to the white adult, with more southerners identifying the white adult as mother. Differences in assignment to the black adult were at the same level (.023, 11.489).

Thus, in a nondifferentiated playground setting with both black and white children present with an adult, children will perceive the white adult as a teacher, and similarly perceive the black adult as a teacher, but as a group will more readily assign other roles to the black adults such as mother, helper, etc. than to the white adult. The responses of the black and southern children appear to account for these differences.

Hypothesis: There will be no differences in children's assignment of positive or negative role to the adult on the basis of the adult's race.

TOTAL RESPONSES

	Positive	Negative	Neutral	
White Figure	13.99%	11.17%	75.53%	(N=188)
Black Figure	9.17%	43.33%	47.50%	(N=120)

For the total group, the adult, black or white, was seen in a neutral role. (This was defined as "Watching," "Standing," or with no active intervention. Negative was defined as intervention in a punitive fashion, "Making them take turns," "Telling them to behave," and so forth. Positive was similarly defined,

"Helping them play," "Making sure no one gets hurt.") A negative role is assigned to the black in a significantly percentage than to the white adult.

In comparing these responses by children's race, black and white children differ significantly in role assignment ($p > .001$, 18.117 N=174), with 58% of the black children assigning a negative role to the white adult and 42% of the white children assigning a negative role (N=19) to the white adult with a larger percentage of white children assigning a positive role to the white adult, and a larger percentage of black children assigning a negative role to the white adult. However, because of the high concentration of responses in the neutral category it was felt the sample size in the positive and negative categories too small to warrant further analysis or interpretation.

BEST COPY AVAILABLE

In considering the role assigned to the black adult by race of subject, the highest percentage is also in the neutral category (46%), but with negative receiving 44%. Of the total sample of 107 children only 8 white and 2 black children assigned a positive role to the black adult, with 25 and 23 respectively assigning the negative role. The difference in assignment is significant ($p > .1$, chi 6.757).

Regionally, there were no significant differences in role assignment by North or South.

Thus, overall data indicate that children, regardless of race of adult, their own race, or geographical location, tend to see the adult as maintaining a neutral position. Where negative role is assigned it is more likely to be assigned to the black than the white adult, and more likely to be assigned by black rather than white children.

Projective Assignment of Characteristics of Children

Four pictures in which the race of the teacher and the ratio of black to white children varied were presented to the children. The four pictures were of the following combinations: picture 5, white teacher with predominantly white children, picture 6, black teacher with predominantly white children, picture 9, black teacher with predominantly black children and picture 12, white teacher and predominantly black children. Predominance is defined by a ratio of at least 5 to 2 of black to white children or vice versa.

The four pictures were presented separately, and then, as one picture. All four pictures were presented together and the children were instructed to choose, first, "Which classroom do you like best?" and second, "Which teacher do you like best?"

Differences between subject's response by type of school as well as subject's race were significant (chi 63.5, df 15 p .001 n=369) for the first question. The first choice of the black subjects regardless of the degree of racial balance in their own school setting was the picture with a black teacher and predominantly black children.

All children in predominantly black schools showed the greatest deviation from expected frequencies respectively picking the black teacher-black children classroom 15 more times than would be expected if choices were random. The next largest deviation was accounted for by black children in integrated schools followed by black children in white schools who made the same choice only 3 more times than expected. It is interesting to note that in answering the second question subjects in black schools chose the classroom with a black teacher and white children over the classroom with predominantly black children and white teacher.

BEST COPY AVAILABLE

White subjects, regardless of their own school setting, chose the classroom with a white teacher and white children. The greatest deviation from expected frequencies was observed in white children in white schools followed by white children in integrated schools and then by white children in black schools. The white subjects in black schools also differed from other white children in that they chose the black teacher-black children picture more than expected while all other white subjects chose it less than expected, perhaps indicating a reflection of their present school setting or possibly preference.

Table II following presents these data:

BEST COPY AVAILABLE

Table II

Which classroom do you like best?

SIMPLE FREQUENCY

	Subjects						
	White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Black teacher & white children	17	2	9	1	22	11	N=62
White teacher & white children	33	5	18	3	15	6	N=80
White teacher & black children	32	2	24	8	32	23	N=121
Black teacher & white children	3	6	10	9	47	25	N=100
Totals	85	15	61	21	116	65	N=363

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
151.24456	12.29815	63.29338	15 p > .001

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Pounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Black teacher & white children	27.42	3.23	14.52	1.61	35.48	17.74	100.00
White teacher & white children	41.25	6.25	22.50	3.75	18.75	7.50	100.00
White teacher & black children	26.45	1.65	19.83	6.61	26.45	19.01	100.00
Black teacher & white children	3.00	6.00	10,00	9.00	47.00	25.00	100.00
Totals	23.42	4.13	16.80	5.79	31.96	17.91	100.00

PERCENT OF COLUMN TOTAL

Pounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Black teacher & white children	20.00	13.33	14.75	4.76	18.97	16.92	17.08
White teacher & white children	38.82	33.33	29.51	14.29	12.93	9.23	22.04
White teacher & black children	37.65	13.33	39.34	38.10	27.59	35.38	33.35
Black teacher & white children	3.53	40.00	16.39	42.86	40.52	38.46	27.55
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

?. In response to the second question differences were also significant (chi 43.5, df. 15 p .001 n=362) across school types. Again white children in white schools and black children in black schools chose white and black teacher respectively much more than would be expected if choices were random. Children in integrated schools maintained the racial directions of the deviations but to a lesser degree and children in opposite racial schools picked opposite race teachers in their second most frequent choices. The above results indicate that children in predominantly same race schools made stereotypical choices, while children in integrated settings made similar choices but to a lesser degree and that children in opposite race schools made choices which approached random frequency proportions.

Table III following presents these data:

BEST COPY AVAILABLE

Table III

Which teacher do you like best?

SIMPLE FREQUENCY

Legends	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Black teacher & white children	12	3	8	3	28	13	67
White teacher & white children	31	3	20	0	14	10	78
White teacher & black children	28	3	21	9	25	16	102
Black teacher & white children	12	6	14	10	47	26	115
Totals	83	15	63	22	114	65	362

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
127.90580	11.30954	48.47459	15 p> .001

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Bounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Black teacher & white children	17.91	4.48	11.94	4.48	41.79	19.40	100
White teacher & white children	39.74	3.85	25.64	.00	17.95	12.82	100
White teacher & black children	27.45	2.94	20.59	8.82	24.51	15.69	100
Black teacher & black children	10.43	5.22	12.17	8.70	40.87	22.61	100.
Totals	22.93	4.14	17.40	6.08	31.49	17.96	100.

PERCENT OF COLUMN TOTAL

Bounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Black teacher & white children	14.46	20.00	12.70	13.64	24.56	20.00	18.3
White teacher & white children	37.35	20.00	31.75	.00	12.28	15.38	21.5
White teacher & black children	33.73	20.00	33.33	40.91	21.93	24.62	29.1
Black teacher & black children	14.46	40.00	22.22	45.45	41.23	40.00	31.7
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.

BEST COPY AVAILABLE

The next series of analyses sought to determine children's perceptions of [illegible]'s choices when race of children and teacher varied. Two sets [illegible] were used.

The data in general indicate much more importance to the race of the teacher in children's assignment of negative and positive characteristics to the subject and from her, than has previously been found. A consistent correlation is found between the teacher's race and the subject's assignment of positive and negative roles.

The first question in each presentation was, "Which child do you think the teacher likes best?" Choices were grouped into three categories for analysis: the minority group, the majority group near the teacher, and the majority group farther from the teacher.*

In each instance the majority choice was of a child of the same race as the teacher.

	White Teacher	Black Teacher
Predominantly White Children picture	51% Ss selected white children	40.4% Ss selected black children
Predominantly Black Children picture	46.6% Ss selected white children	70.4% Ss selected black children

* Several preliminary analyses had been done treating each individual position choice separately. However, this did not prove to be especially discriminating and significantly reduced cell sizes.

TABLES

Tables present percentage distribution of responses by race of subject and type of school.

White subjects in predominantly white schools
White subjects in predominantly black schools
White subjects in integrated schools
Black subjects in predominantly white schools
Black subjects in predominantly black schools and
Black subjects in integrated schools

Picture 5 White Teacher-White Children

The most popular choices for all subjects are the white children near the teacher. These choices received 51.7% of the responses and appeared in a proportion of 28.5% of all the choices. Blacks and whites far from the teacher were both underchosen in terms of their proportionate appearance, especially whites far from the teacher who were chosen 28.7% compared to appearing in a proportion of 42.8%.

There were no significant differences based on the type of school and the subjects attending.

BEST COPY AVAILABLE

Table IV

"Who Does the Teacher Like Best?"

SIMPLE FREQUENCY

Subjects

	White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
[illegible]	13	3	12	4	21	12	63
Child near teacher	39	7	32	8	50	30	166
Child far from teacher	25	3	14	4	29	17	92
Total	75	13	58	16	100	59	321

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom	
137.82353	13.88662	2.82637	10	NS

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	17.46	4.76	19.05	6.35	33.33	19.05	100.00
Whites near teacher	23.49	4.22	19.28	4.82	30.12	18.07	100.00
Whites far from teacher	27.17	3.26	15.22	4.35	31.52	18.48	100.00
Totals	23.36	4.05	18.07	4.98	31.15	18.38	100.00

PERCENT OF COLUMN TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	14.67	23.08	20.69	25.00	21.00	20.34	19.63
Whites near teacher	52.00	53.85	55.17	50.00	50.00	50.85	51.71
Whites far from teacher	33.33	23.08	24.14	25.00	29.00	28.81	28.66
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

BEST COPY AVAILABLE

Picture 6 Black Teacher-White Children

The most popular choices for all subjects are the black children, 40.4% when appearing in 22.2% proportion. The whites far from the teacher were chosen 27.0% compared to appearance of 44.4%, and the whites near the teacher were chosen 32.6% compared to appearance of 33.3%.

There were significant differences in analysis by type of school the subjects were attending. See Table V following.

BEST COPY AVAILABLE

Table V

"Who Does the Teacher Like Best?"

SIMPLE FREQUENCY

Black Teacher-White Children

Responses	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Whites near teacher	20	4	20	4	55	27	130
Whites far from teacher	25	8	18	4	17	15	87
Blacks near teacher	32	2	18	8	25	20	105
Blacks far from teacher	77	14	56	16	97	62	322

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
165.28105	12.85617	27.98300	10 p > .005

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Boards	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	15.38	3.08	15.38	3.08	42.31	20.77	100.00
Whites near teacher	28.74	9.20	20.69	4.60	19.54	17.24	100.00
Whites far from teacher	30.48	1.90	17.14	7.62	23.81	19.05	100.00
Totals	23.91	4.35	17.39	4.97	30.12	19.25	100.00

PERCENT OF COLUMN TOTAL

Boards	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	25.97	28.57	35.71	25.00	56.70	43.55	40.37
Whites near teacher	32.47	57.14	32.14	25.00	17.53	24.19	27.02
Whites far from teacher	41.56	14.29	32.14	50.00	25.77	32.26	32.61
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Picture 9 Black Preschool Children

The most popular choices for all subjects were black at 70.4% appearing 71.5%, while whites were chosen 29.6% appearing 28.5%.

There were significant differences in analyses by type of school the subjects were attending. See Table VI following.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table VI
"Who Does the Teacher Like Best?"
SIMPLE FREQUENCY

Black Teacher-Black Children

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White children	34	4	17	4	20	16	95
Black children	43	10	39	15	74	45	226
Totals	77	14	56	19	94	61	322

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
431.11364	20.76328	11.97637	5 p > .05

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White children	35.79	4.21	17.89	4.21	21.05	16.84	100.00
Black children	19.03	4.42	17.26	6.64	32.74	19.91	100.00
Totals	23.99	4.36	17.45	5.92	29.28	19.00	100.00

PERCENT OF COLUMN TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White children	44.16	28.57	30.36	21.05	21.28	26.23	29.60
Black children	55.84	71.43	69.64	78.95	78.72	73.77	70.40
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

BEST COPY AVAILABLE

Picture 12 White Teacher-Black Children

The most popular choices for all subjects were whites chosen 44.6% while appearing 22.2%. Blacks far from the teacher appeared 44.4% and were chosen 15.8%.

There were no significant differences across school types.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Records	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in
Prefer near	10	4	9			
Prefer far						
creation	31	7	31	6	41	26
Blacks far						
from teacher	14	1	5	2	20	9
Whites far						
from teacher	22	2	15	5	16	14
Totals	77	14	60	17	97	58

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
116.62384	10.80249	14.146608	15 NS

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks near teacher	18.52	7.41	16.67	7.41	37.04	12.96	100.00
Whites near teacher	21.53	4.86	21.53	4.17	28.47	19.44	100.00
Blacks far from teacher	27.45	1.96	9.80	3.92	39.22	17.65	100.00
Whites far from teacher	29.73	2.70	20.27	6.76	21.62	18.92	100.00
Totals	23.84	4.33	18.58	5.26	30.03	17.96	100.00

PERCENT OF COLUMN TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks near teacher	12.99	28.57	15.00	23.53	20.62	12.07	16.72
Whites near teacher	40.26	50.00	51.67	35.29	42.27	48.28	44.38
Blacks far from teacher	18.18	7.14	8.33	11.76	20.62	15.52	15.79
Whites far from teacher	28.57	14.29	25.00	29.41	16.49	24.14	22.91
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

The significant differences in school settings may help to explain the choices. In picture 4, Black Teacher-Black Children, a large part of the variance can be accounted for by the white subjects in predominantly white schools who picked white choices 44.2% and whites in integrated schools who picked white choices 30.4%.

In picture 6, Black Teacher-White Children, a large percentage of the chi square variable can be accounted for by the differences between white subjects in white schools and black subjects in predominantly black schools where 56.7% of the black subjects in black schools chose a black child and only 25.9% of white subjects in predominantly white schools chose a black child.

It was suggested in preliminary analysis that position near the teacher might be very influential, interpreted as an "honor" and conversely as a child who needed to be controlled, or was "bad". However, no consistent positional responses were maintained.

In general a similar response pattern was found in response to the question "Which child do the other children like best?"

Picture 5 White Teacher-White Children

The most popular response for all children was white children near the teacher chosen 44.6% and appearing 28.5% proportionate to the total group.

No significant differences appeared between types of school, however the largest differences were between whites in predominantly white schools and blacks in predominantly black schools.

BEST COPY AVAILABLE

Table VIII

"Who Do the Children Like Best?"

SIMPLE FREQUENCY

White Teacher-White Children

Females	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	13	4	15	4	53	18	107
Whites near teacher	36	8	29	5	37	26	141
Whites far from teacher	29	2	10	5	30	11	87
Totals	78	14	54	14	100	55	315

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
152.26471	12.33956	14.91773	10 NS

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	14.94	4.60	17.24	4.60	37.93	20.69	100.00
Whites near teacher	25.53	5.67	20.57	3.55	26.24	18.44	100.00
Whites far from teacher	33.33	2.30	11.49	5.75	34.48	12.64	100.00
Totals	24.76	4.44	17.14	4.44	31.75	17.46	100.00

PERCENT OF COLUMN TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	16.67	28.57	27.78	28.57	33.00	32.73	27.62
Whites near teacher	46.15	57.14	53.70	35.71	37.00	47.27	44.76
Whites far from teacher	37.18	14.29	18.52	35.71	30.00	20.00	27.62
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Picture 6. Black Teacher-Girls Children

In general this picture analysis does not follow the pattern of children's choices being most related to the race of the models. Choices for the teacher were the most popular choice (44.4%), but these appear in a proportion of 44.4% that contradicts the results. Other choices occur most like the proportion of representation in the picture.

There were no significant differences across type of school.

BEST COPY AVAILABLE

Table IX

"Who Do the Children Like Best?"

Black Teacher-White Children SIMPLE FREQUENCY

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Points	26	4	10	6	25	18	79
Within near reach	26	7	21	3	36	15	109
Within far from reach	37	3	25	9	35	27	136
Total	79	14	56	13	96	60	323

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
134.99673	11.61881	10.83402	10 NS

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blocks	20.25	5.06	12.66	7.59	31.65	22.78	100.00
Whites near teacher	24.07	6.48	19.44	2.78	33.33	13.89	100.00
Whites far from teacher	27.21	2.21	18.38	6.62	25.74	19.85	100.00
Totals	24.46	4.33	17.34	5.57	29.72	18.58	100.00

PERCENT OF COLUMN TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blocks	20.25	28.57	17.86	33.33	26.04	30.00	24.46
Whites near teacher	32.91	50.00	37.50	16.67	37.50	25.00	33.44
Whites far from teacher	46.84	21.43	44.64	50.00	36.46	45.00	42.11
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

BEST COPY AVAILABLE

BEST COPY AVAILABLE

The most popular response for all children was black children, 62.5% but white appear in proportion of 71.5%.

There were significant differences across school types ($p > .02$, chi Sq., d.f. 5, N=317) with the largest differences between whites in white schools and blacks in black schools choosing children of the same race more often than groups falling between.

Table X

"Who Do the Children Like Best?"

Black Teacher-Black Children

SIMPLE FREQUENCY

Records	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White children	40	6	22	8	25	26	219
Black children	37	8	33	12	69	31	190
Totals	77	14	55	20	94	57	327

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
336.99242	18.35735	12.84526	5 p < .05

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White children	33.61	5.04	18.49	6.72	21.01	15.13	100.00
Black children	18.69	4.04	16.67	6.06	34.85	19.70	100.00
Totals	24.29	4.42	17.35	6.31	29.65	17.98	100.00

PERCENT OF COLUMN TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White children	51.95	42.86	40.00	43.00	25.00	31.58	37.54
Black children	48.05	57.14	60.00	60.00	73.40	68.42	62.46
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Picture 12: White Teacher - Black Children

The most favored choice was white bear teacher receiving 36.1% appealing 22.2%.

There were significant differences between the white school and black schools on the two integrated settings.

Table XI

"Who Do the Children Like Best?"

SINGLE FREQUENCY

White Teacher-Black Children

	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks near teacher	17	2	15	4	30	11	79
Whites near teacher	32	7	21	6	20	22	110
Blacks far from teacher	9	5	9	2	33	22	79
Whites far from teacher	19	0	12	5	7	3	46
Totals	77	14	57	17	97	57	314

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
103.34602	10.16592	.79160	15 N.S.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Friends	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Friends near teacher	21.32	2.53	18.99	5.06	37.97	13.92	100.00
Friends near teacher	27.33	6.00	18.25	5.22	24.25	19.15	100.00
Friends far from teacher	11.39	6.33	11.39	2.53	40.51	27.85	100.00
Friends far from teacher	41.30	.00	26.09	10.87	15.22	6.52	100.00
Totals	24.14	4.39	17.87	5.33	30.41	17.87	100.00

PERCENT OF COLUMN TOTAL

Friends	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Friends near teacher	22.03	14.29	26.32	23.53	30.93	19.30	24.73
Friends near teacher	41.56	50.00	36.84	35.29	28.87	36.84	35.05
Friends far from teacher	11.69	35.71	15.79	11.76	32.99	36.80	24.76
Friends far from teacher	24.68	.00	21.05	29.41	7.22	5.26	14.42
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

In reviewing this analysis, children's choices of the [illegible] children [illegible] related to the race of the teacher in picture [illegible] tendency is not so strong as when subjects were asked to choose the one the teacher liked best. Clearly, in the view of the children of the teacher's race as being critical in assigning positive and negative characteristics in the classroom is supported here and in the next series of questions.

"Which child doesn't the teacher like?"

Picture 5 White Teacher/White Children

Black children constitute the most frequent response to this question with whites near the teacher picked on 9.6% while appearing 28.5%. Whites far from the teacher are picked in close to the same proportion as their appearance.

BEST COPY AVAILABLE

Table XII

"Who Doesn't the Teacher Like?"

SIMPLE FREQUENCY

Female	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Teacher	40	5	20	10	41	21	176
Whites none teacher	6	2	6	0	10	6	30
Whites for Both teacher	28	6	22	4	40	30	130
Totals	74	23	57	14	91	57	306

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
206.94218	14.38545	9.05276	10 N.S.

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	27.40	3.42	19.86	6.85	28.08	14.38	100.00
Whites near teacher	26.00	6.67	20.00	.00	33.33	20.00	100.00
Whites far from teacher	21.54	4.62	36.92	3.08	30.77	23.08	100.00
Totals	24.18	4.25	18.03	4.58	29.74	18.63	100.00

PERCENT OF COLUMN TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Blacks	54.05	38.46	50.68	71.43	49.65	37.84	47.72
Whites near teacher	8.11	15.38	10.53	.00	10.99	10.53	9.00
Whites far from teacher	37.84	46.15	38.80	28.57	43.96	52.63	43.48
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Diagram 6. Black Teacher-White Children

Whites near the teacher are the most frequent choice, overall 55.6%, white opposite on 33.3%. Blacks were significantly underchosen, by 3.6%, while whites far from the teacher are underchosen by 22%.

There are no significant differences between schools.

TABLE XIII

"Who Doesn't the Teacher Like?"

Black Teacher-White Children SIMPLE FREQUENCY

	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Doesn't Matter	22	1	19	6	21	13	82
Writes near teacher	42	7	31	7	51	37	175
Writes far from teacher	15	4	10	2	20	10	61
Totals	79	12	60	15	92	60	318

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
206.58823	14.37318	7.33703	10 N.S.

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Rounds	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Rounds	26.83	1.22	23.17	7.32	25.61	15.85	100.00
Whites near teacher	24.00	4.00	17.71	4.00	28.14	22.14	100.00
Whites far from teacher	24.39	6.56	16.39	3.28	32.79	16.39	100.00
Totals	24.64	3.77	18.87	4.72	28.93	18.87	100.00

PERCENT OF COLUMN TOTAL

	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
Rounds	27.85	8.33	31.67	40.00	22.83	21.67	25.79
Whites near teacher	53.16	58.33	51.67	46.67	55.43	61.67	55.03
Whites far from teacher	18.99	33.33	16.67	13.33	21.74	16.67	19.18
Totals	100.00	100.00	100.00	100.00	100.00	100.00	100.00

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Figure 9 Black Teacher-Black Children

White children are picked most frequently overall, 63.5% white appearing only 2...

There are significant differences between schools following the same pattern where significant differ were apparent in previous questions. The largest differences are between whites in white schools and blacks in black schools.

Table IV

"Who Doesn't the Teacher Like?"

SOCIAL PROXIMITY

Black Teacher-Black Children

Records	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White children	41	6	31	31	75	53	297
Black children	36	5	24	7	22	22	116
Totals	77	11	55	38	97	57	413

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
329.93182	18.82251	13.11036	5 p > .025

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

Subjects	White in Black School	White in Int. School	Black in White School	Black in Black School
Bused children	20.00	15.00	24.00	17.00
White children	21.00	20.47	6.00	12.53
Totals	26.44	17.46	5.71	30.39

PERCENT OF COLUMN TOTAL

Subjects	White in Black School	White in Int. School	Black in White School	Black in Black School
Bused children	53.25	50.45	64.44	71.52
White children	46.75	49.64	35.56	28.48
Total	100.00	100.00	100.00	100.00

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Figure 10 Size of Graduating Class

The most frequent response is higher for from teachers, 40.1%.

There were no significant differences between school types.

Table XV
"Who Doesn't the Teacher Like?"
SIMPLE FREQUENCY

White Teacher-Black Children

	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
[illegible]	17	1	14	2	17	8	59
[illegible]	21	4	13	6	31	20	100
[illegible]	33	8	21	5	34	20	121
[illegible]	4	0	5	0	9	4	22
Totals	75	13	58	13	91	52	302

Statistics

Variance	Standard Deviation	Chi Square	Degrees of Freedom
110.16667	10.49603	9.87406	15 N.S.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PERCENT OF ROW TOTAL

People	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White near teacher	20.81	1.69	23.73	3.39	28.81	21.69	100.00
White near student	21.00	4.00	18.00	6.00	31.00	20.00	100.00
White far from teacher	27.27	6.81	17.36	4.13	28.10	16.53	100.00
White far from teacher	18.18	.00	22.73	.00	40.91	18.18	100.00
Total	24.53	4.30	19.21	4.30	30.13	17.22	100.00

PERCENT OF COLUMN TOTAL

People	Subjects White in White School	White in Black School	White in Int. School	Black in White School	Black in Black School	Black in Int. School	
White near teacher	22.67	7.69	24.14	15.38	16.68	25.38	19.54
White near student	26.00	30.77	31.03	46.15	34.07	38.46	33.11
White far from teacher	44.00	61.54	36.81	38.46	37.36	28.46	40.07
White far from teacher	5.33	.00	8.62	.00	9.89	7.69	7.28
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00

In response to the most [illegible] of presentations [illegible] "How don't the children like" results were [illegible] preference data. Children placed the [illegible] race of the teacher to the highest preferences.

In this series of questions the race of the teacher is again and again a major influence on children's [illegible] of role and characteristics. It is significant that the children's projections of the teachers' and peer groups' [illegible] white children is less affected by the [illegible] setting them by the race of the teacher.

St. John (1971) has summarized several studies indicating that the role of the teacher is highly important to the academic [illegible] of black children, and documented several factors which contribute to this, including a "child orientation" and "fairness." Certainly the children in this study are not viewing the teacher as "fair," in their projection of racially biased choices on her part.

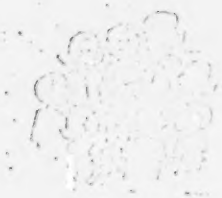
It is more than unfortunate that this research cannot contradict early research in the area demonstrating that white teachers perceived black children negatively in many respects, and that black children perceived teachers as more unfavorable to blacks than to whites. (Ames 1952, Gottlieb 1964, St. John 1971).

BEST COPY AVAILABLE

BEST COPY AVAILABLE

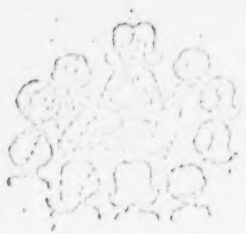
Elementary Self-Esteem Research Study
University of Wisconsin

Interview Schedule for Cartoon Scales

Presentation Order	Picture	Questions
1		Q1. What does this look like?
2		Q1. What's happening in this picture? Q2. Who is this? (Point to adult) Q2a. What is she doing? Q3. Which one is most like you?
3		Q1. What's happening here? Q2. Which one is most like you in this picture? Q3. Is this like your classroom? Q3a "How?" or "Why not?" Q4. Where is the teacher?
4		Q1. Which child do you think the teacher likes best? Q2. Which child do you think the other children like best? Q3. Which one do you think the teacher doesn't like? Q4. Which child do you think the children don't like?

91

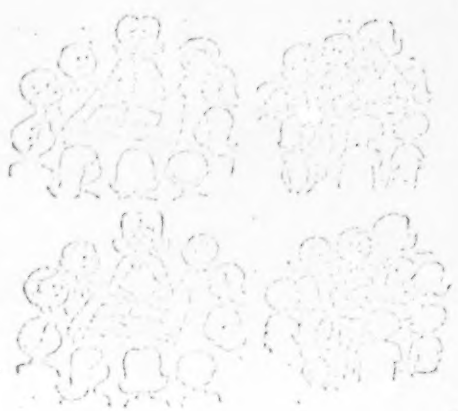
BEST COPY AVAILABLE

Presentation No.	Picture	Questions
4		Q5. Is this like your teacher? Q6. Who is the happiest child? Q7. Who is the unhappiest child?
5		Q1. Which child do you think the teacher likes best? Why? Or How do you know? Q2. Which child do you think the other children like best? Why? Q3. Which one do you think the teacher doesn't like? Why? Q4. Which child do you think the children don't like? Why is that? Q5. Is this like you teacher? Why? Why not? Q6. Which child gets the highest grades? (or, "Which child does the best work?") How do you know? Q7. Which child gets the lowest grades? (or "doesn't do good work?") How do you know?
6		Q1. What's happening here? Q2. Who is this? (Point to adult) Can that is she doing? Q3. Which one is most like you? (girls only)

BEST COPY AVAILABLE

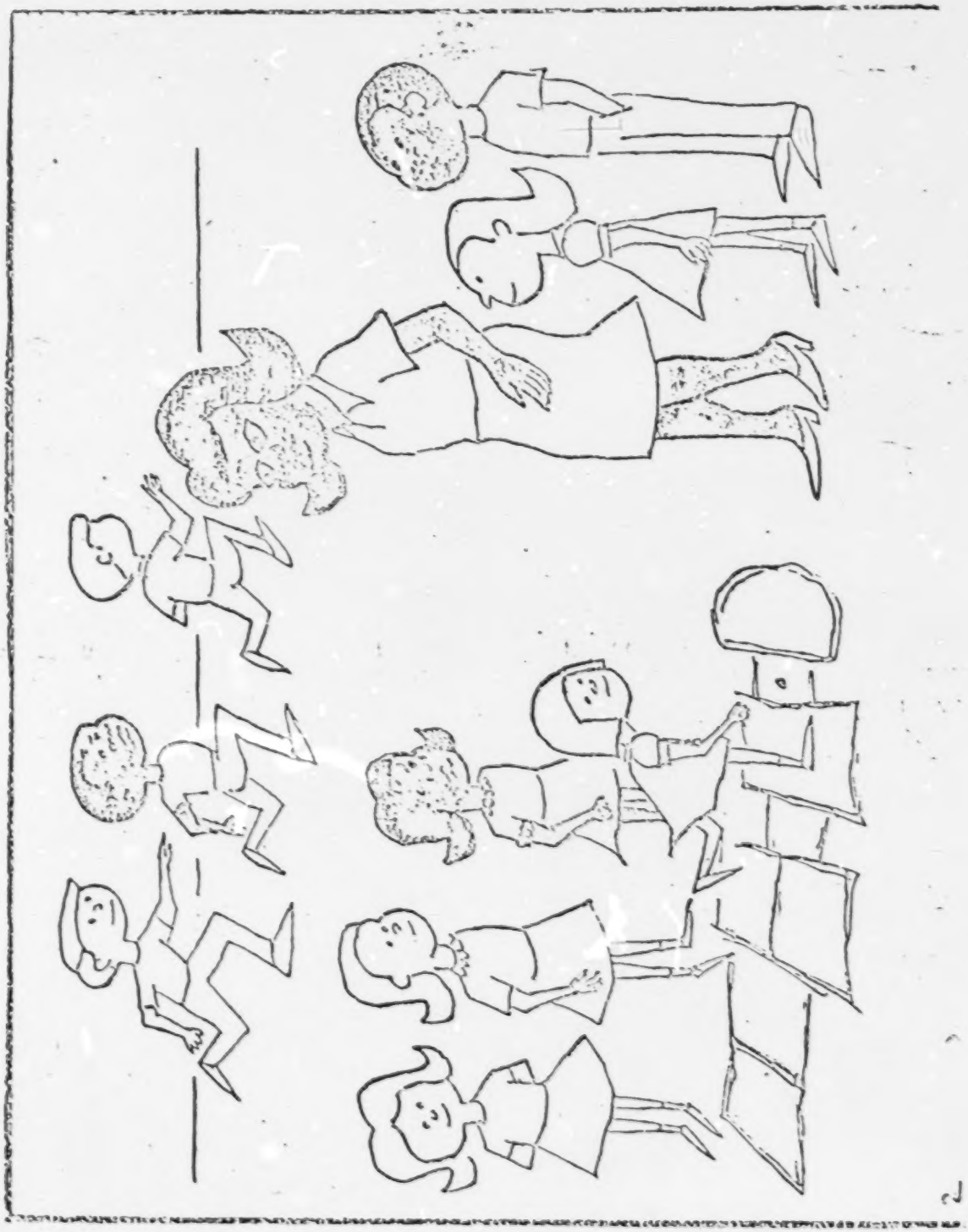
Perception number	Picture	Questions
7		Q1. What's happening here? Q2. Which one is most like you in this picture? Q3. Is this like your classroom? Why or why not? Q4. Where is the teacher?
8		Q1. Which child do you think the teacher likes best? Q2. Which child do you think the other children like best? Q3. Which one do you think the teacher doesn't like? Q4. Which child do you think the children don't like? Q5. Is this like your teacher? Q6. Who is the happiest child? Q7. Who is the unhappiest child?
9		Q1. What's happening here? Q2. Who is this? (Point to adult) Q3. Which one is most like you? (Boys only) Q4. Which one do you think is the captain? Why?
10		Q1. Which child do you think the teacher likes best? Why? Q2. Which child do you think the other children like best? Why?

BEST COPY AVAILABLE

Presentation Number	Picture	Questions
10	(continued)	Q3. Which one do you think the teacher doesn't like? Why? Q4. Which child do you think the children don't like? Why? Q5. Is this like your teacher? Why? Why not? Q6. Which child gets the highest grades? (or does the best work) Why? Q7. Which child gets the lowest grades? (or doesn't do good work) How do you know?
11		Q1. If you had to choose one of those classrooms, which classroom would you like to be in? Why? Q2. Which teacher would you like to have as your teacher? Why?

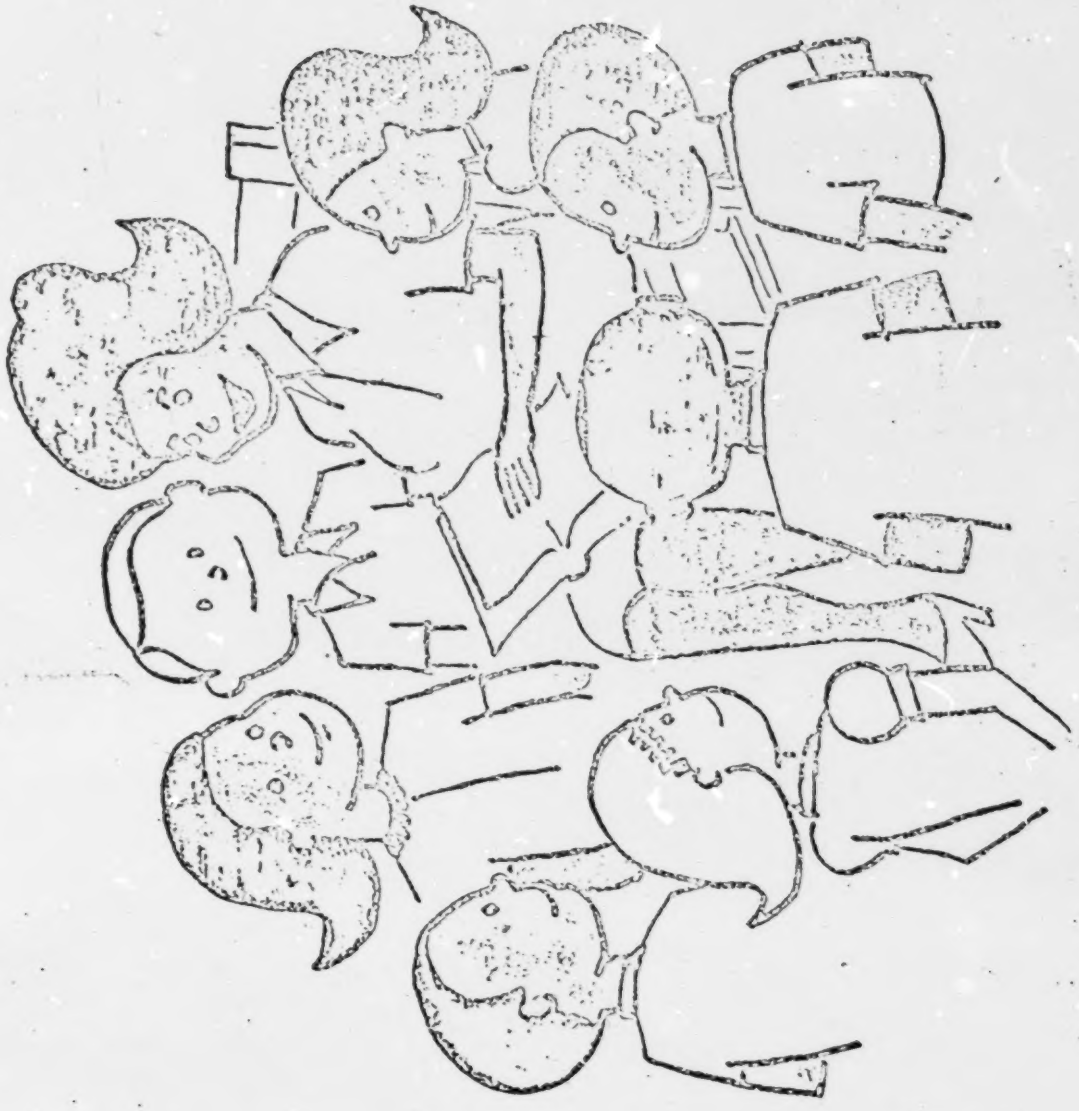
BEST COPY AVAILABLE

BEST COPY AVAILABLE

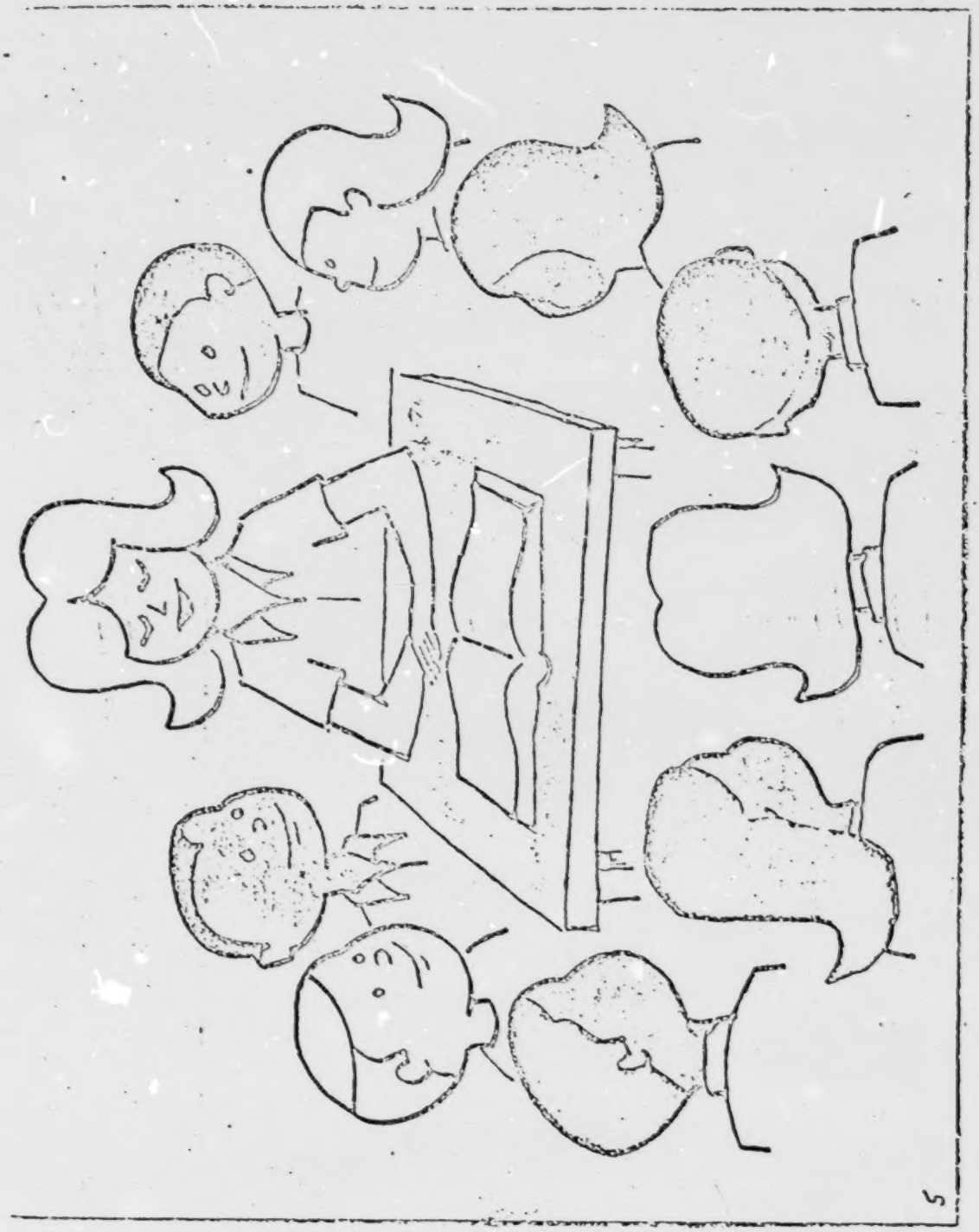


BEST COPY AVAILABLE

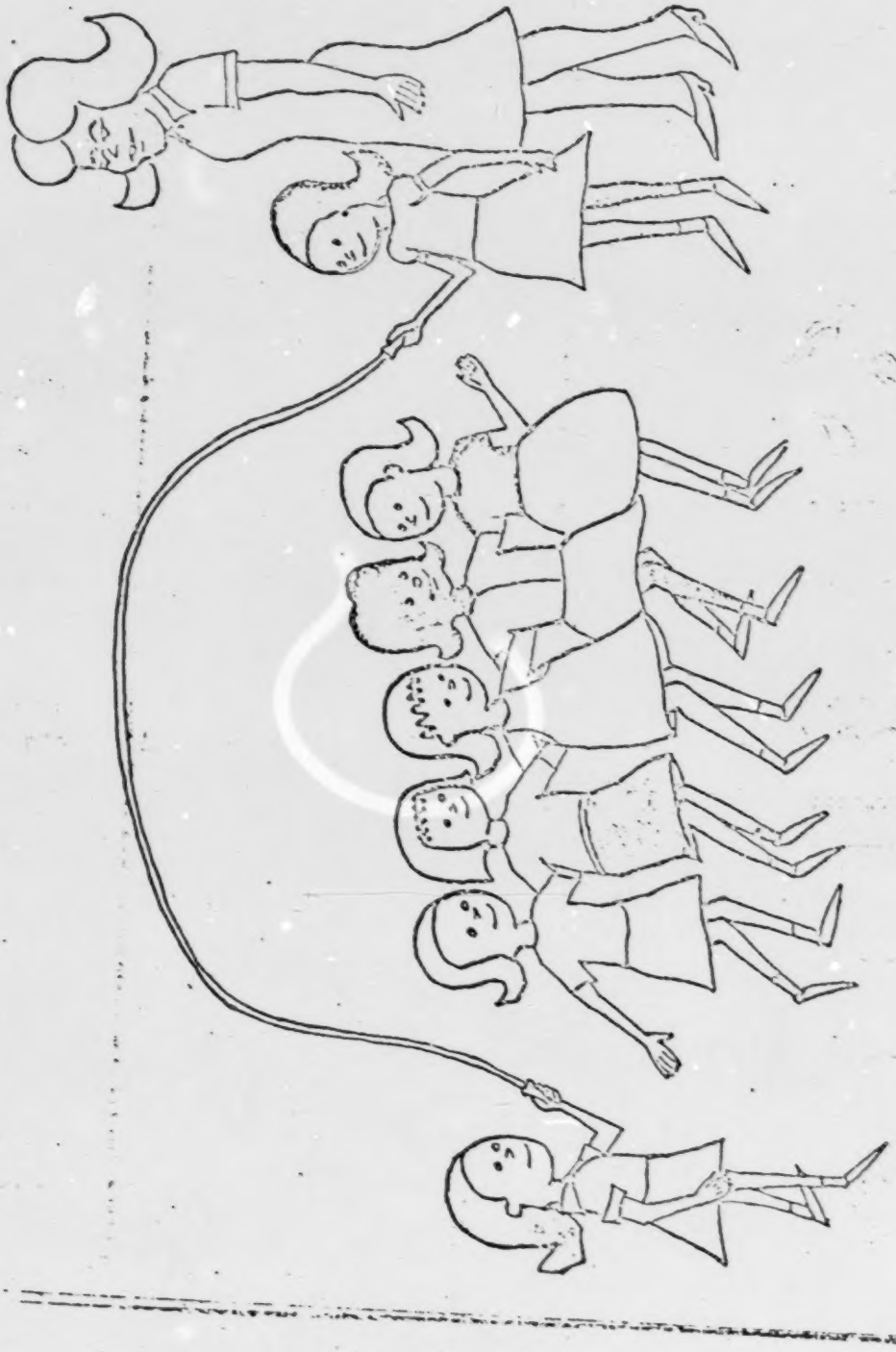
BEST COPY AVAILABLE



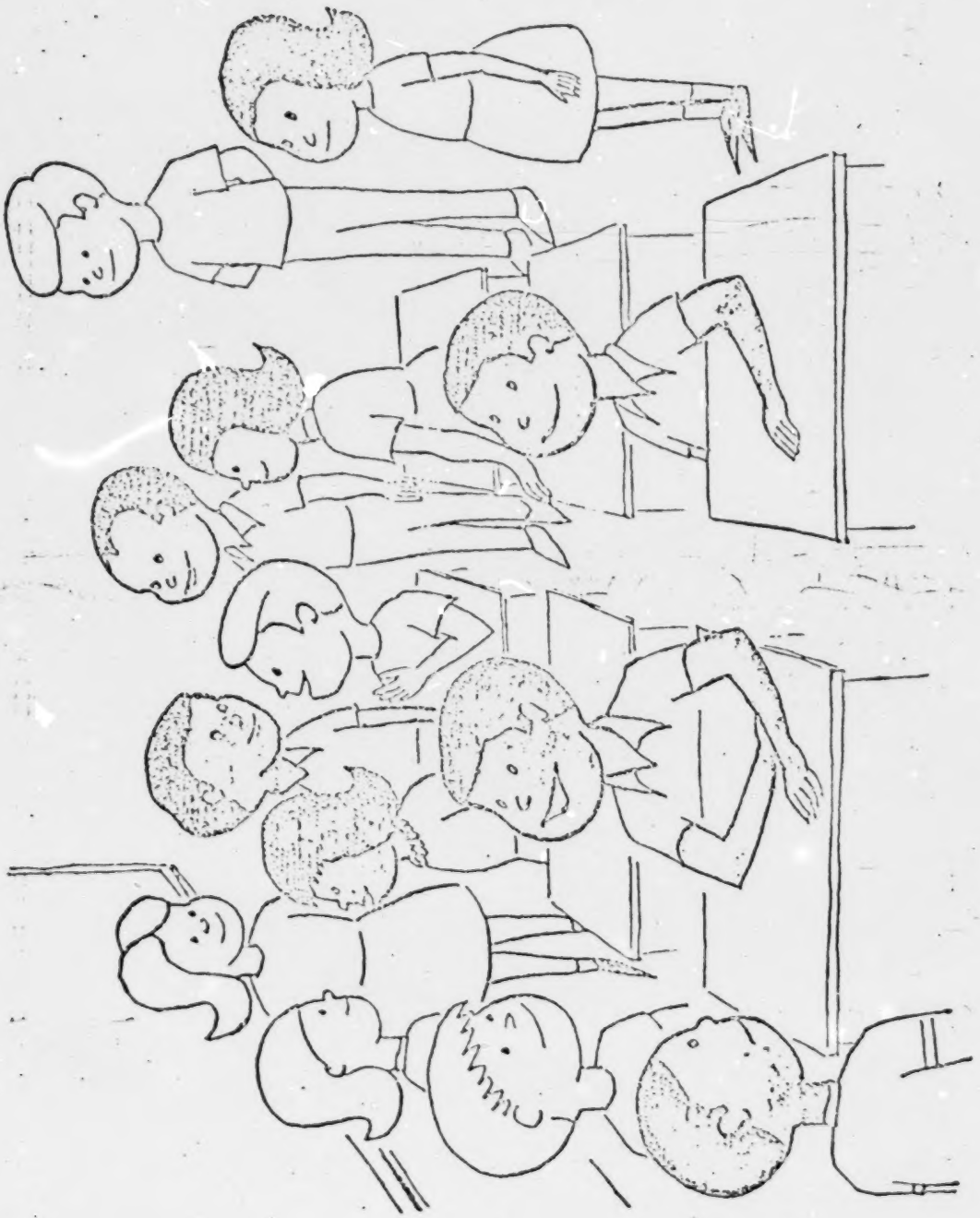
BEST COPY AVAILABLE



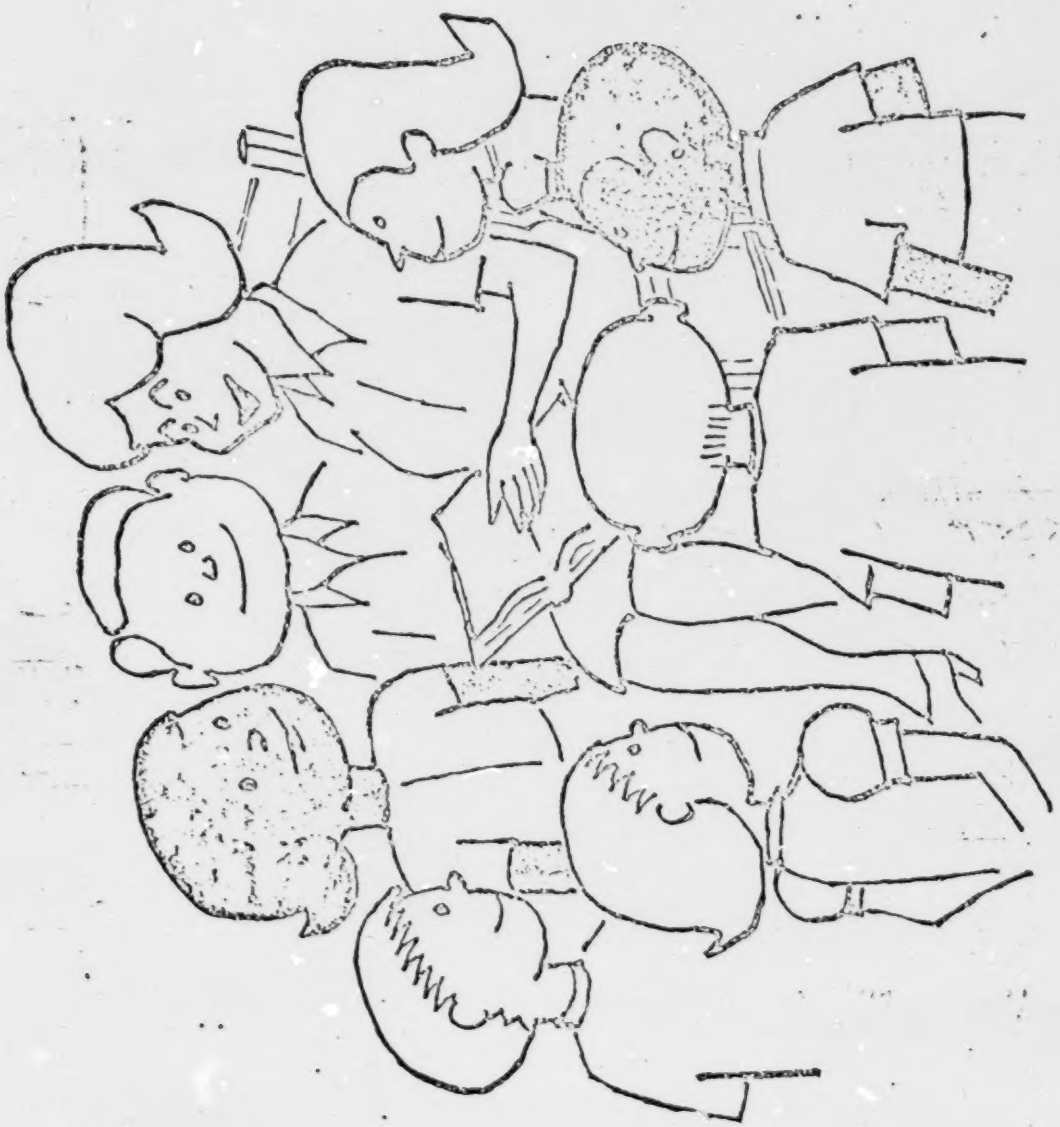
BEST COPY AVAILABLE



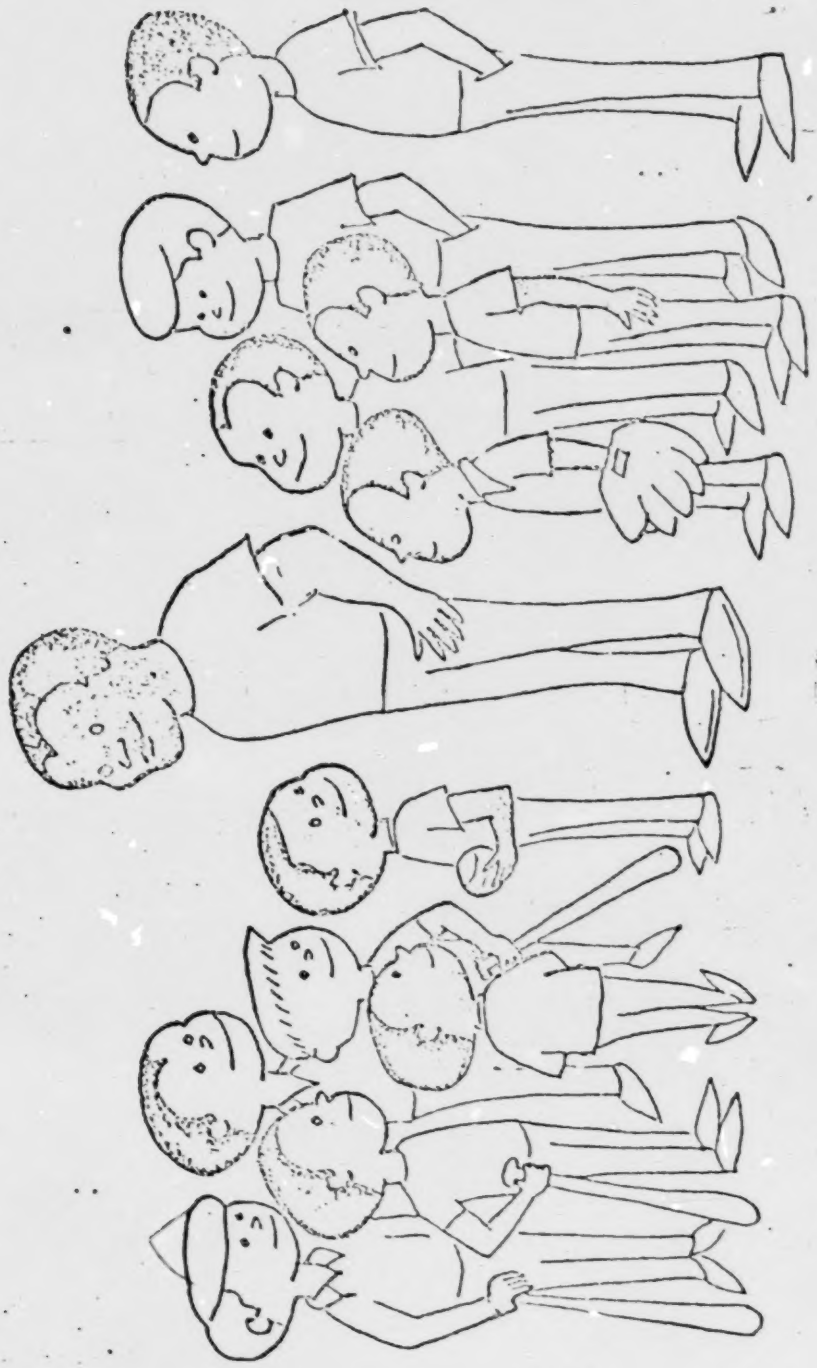
BEST COPY AVAILABLE



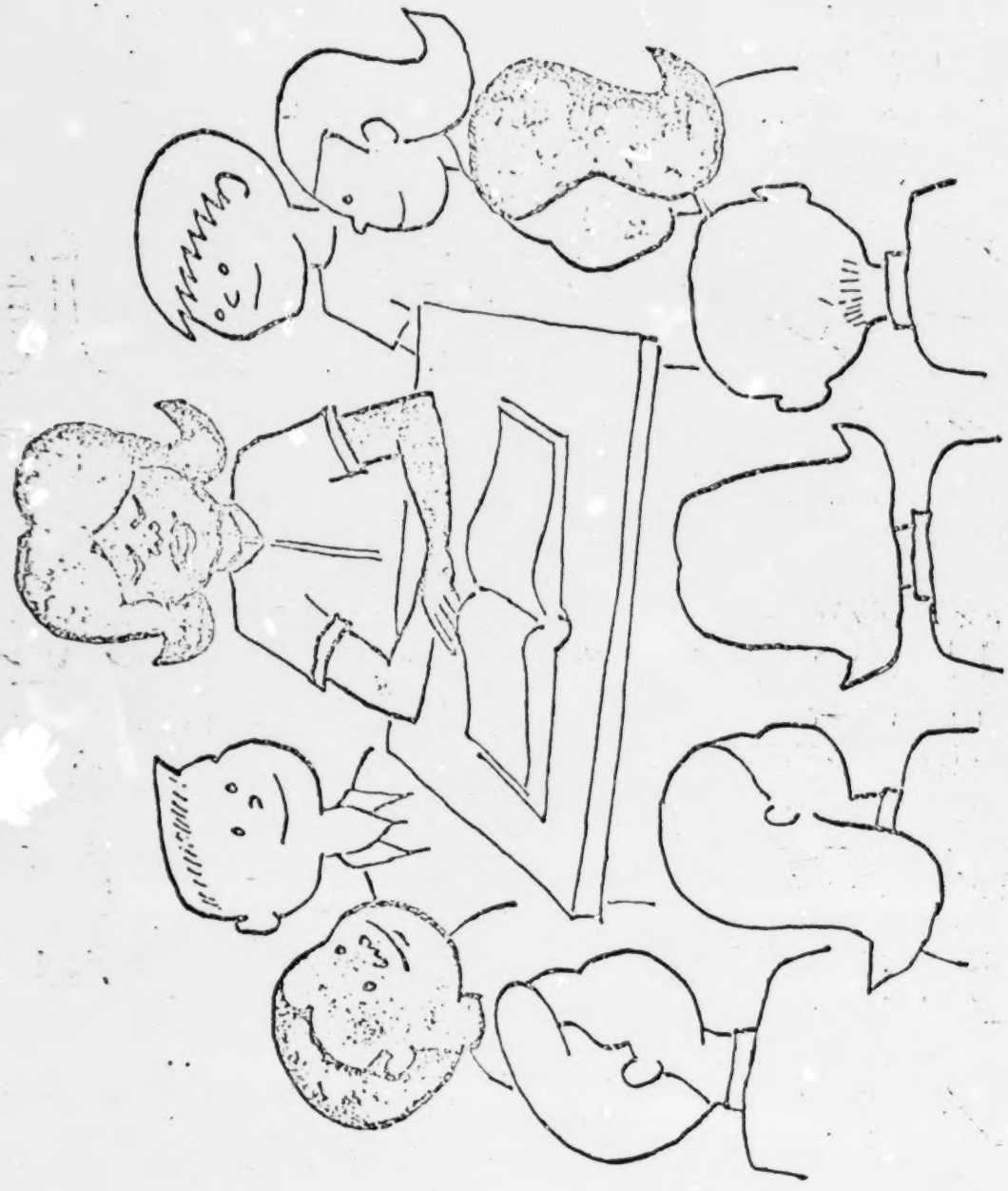
BEST COPY AVAILABLE



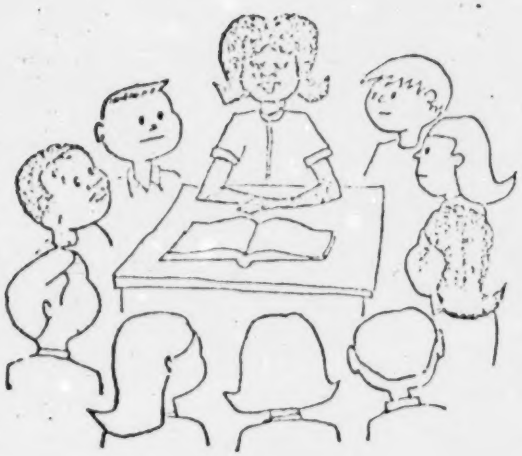
BEST COPY AVAILABLE



BEST COPY AVAILABLE



BEST COPY AVAILABLE



BEST COPY AVAILABLE

The Politics of School Desegregation

In our work in the communities, it became apparent through interviews with significant members of the educational and political groups that several factors seemed to be important to these adults as far as the process of desegregation was concerned. While obliquely related to our study, these perceptions by significant adults in the communities constitutes an important source related to the "climates" in the communities.

There were three important factors which influenced the process of desegregation in the seven communities. The first was the strength of resolve on the part of the Superintendent and his staff, which in turn influenced the attitudes of principals and teachers. By strength of resolve, it is meant that the decision to desegregate was not undertaken in an acquiescent fashion, but in such a way as to communicate to all members of the educational community that this process was going to go forward and was going to work. This resolve was matched by attention to matters of planning with staff and community and the introduction of techniques and procedures to better acquaint students and staff of previously white and black schools with each other's problems.

Second, was the same strength of resolve on the part of the school board and its various constituencies. The school board, in those communities where the desegregation procedure was most effective, played an active role in presenting the program of desegregation to the various members of the community, be they PTA groups, Chamber of Commerce or local religious affiliates. It seems that the adoption of a vigorous stance of moving the program of desegregation forward on the part of the school board had the effect of committing the community influentials to the program.

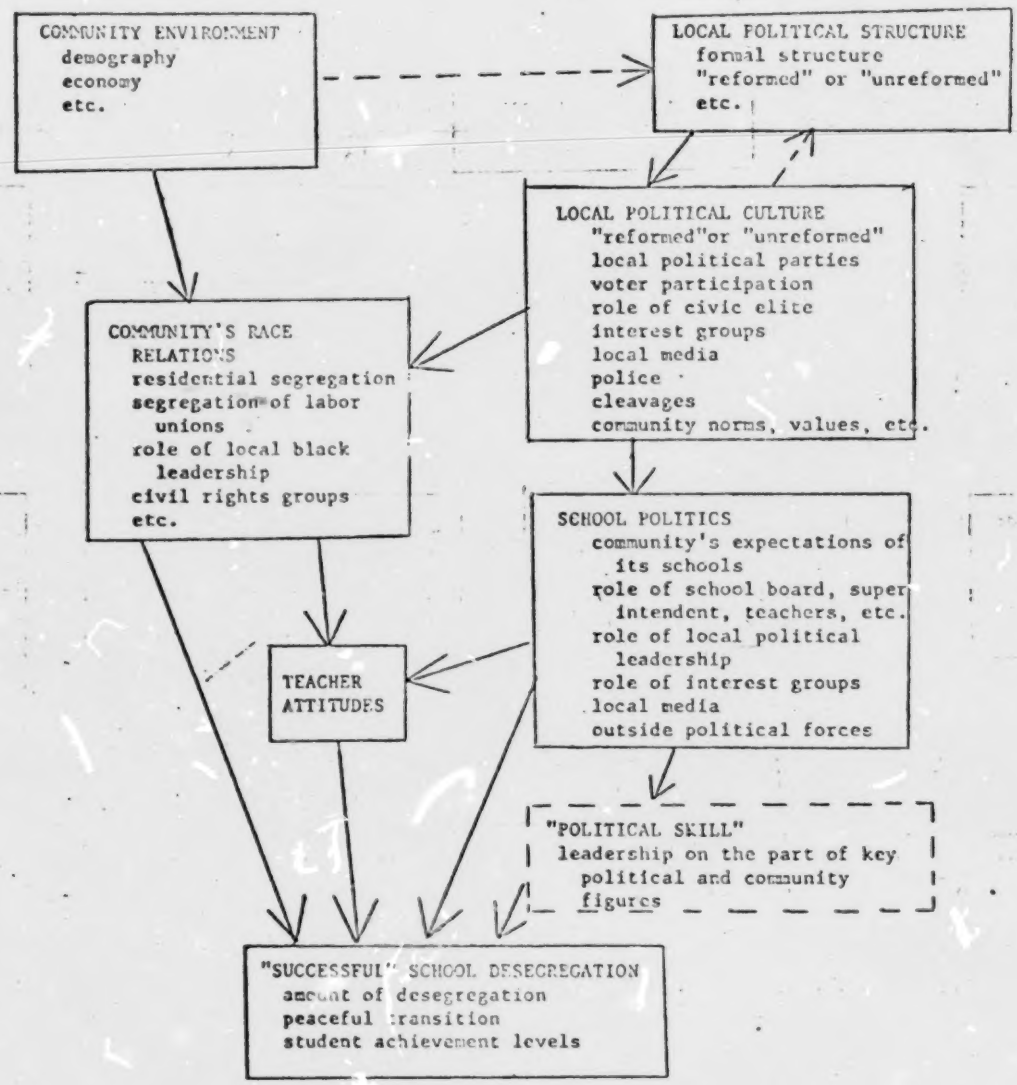
Third, there was virtual unanimity on the question of avoiding the open invitation to the press to "cover the news." To a person, it seemed crucial to carefully induct the press into the plan of desegregation, ask the press to avoid sensational coverage and to play down news reports which could cause consternation in the community. This "defusing the press" was usually carried forward by a member of the school board who knew an editor, could influence reporters, or who had a pipeline to the owner of the newspaper. While all indicated the importance of this relationship, no one suggested that the press be "kept out of the picture". Rather, the emphasis was on the kind of a advance planning with the press which could avoid the problems which might come up and which could create a climate of crises.

BEST COPY AVAILABLE

As a final issue, the staff of the project developed a type of descriptive explanatory model which could serve to aid others who might be interested in the development of materials centered on the political aspects of school desegregation.

BEST COPY AVAILABLE

AN INFORMAL MODEL OF POSSIBLE RELATIONSHIPS BETWEEN COMMUNITY ENVIRONMENTAL/POLITICAL VARIABLES AND "SUCCESSFUL" SCHOOL DESEGREGATION



BEST COPY AVAILABLE

Summary and Conclusions

After six years with schools, teachers, administrators, children, parents, computer experts, statisticians and one's own perception of the context of this study, it is difficult not to become philosophical and quite general regarding the process and results of desegregation. The central question of why desegregation seems to "work" in some communities rather than in others is a question which requires some insight into issues regarding racial composition of schools, social class of students, attitudes of teachers and the "zeitgeist" of community feeling.

After all the tests, interviews and analyses what one recalls most vividly are seemingly minor incidents in the study but which one is compelled to describe. In Southern community (I-S) it was apparent that the blacks in the integrated school had scored much higher in the retest situation than had the blacks in the all black school. The whites had also scored higher on the retest in the integrated school. What one discovered in examining the context of the school and community was that the integration of the school had taken place and that the families of the children, both white and black, had no place to run. The classic resegregation of schools which was occurring in many communities because of contiguous neighborhoods which offered a temporary haven to those who wished to flee, simply was not available. The community was in a semi-rural area although attached to a larger administrative unit. There were no nearby areas where people could run and a long range move was out of the question because the community was heavily lower and working class. The community was forced to integrate and to attempt to make it work. The central issue for our research was why the community made it work. After some interviews with both blacks and whites it became apparent that in group meetings before the act of integration, blacks who had met separately to consider the issue, made an extreme point of instructing their children "not to make trouble", to "follow the law" and then see what would happen.

In addition to the community meetings which were held by whites and blacks, this particular school had a principal who enforced the distribution of the black students among the various classes in a totally random fashion. His own demeanor, professionalism and humanity gave a sense of trust to the black community and especially the black children. His staff, while embracing a relatively conservative position, was impressed with the necessity to get on with the job of making the school year a productive one for the children. Individual remediation projects were undertaken by teachers and by 1970 one black teacher had been added to the staff.

BEST COPY AVAILABLE

Clearly a combination of factors, the inability to run from a desegregated situation, the insistence on the part of the black community that this situation would work, the fundamental humanity of the principal, and finally, the absolute insistence on the part of the staff to get on with the job of teaching, lent an air of school-community expectation to the desegregation process which helped to make it work. No amount of figures, even though the figures are there, no elegant regression models, even though these exist, no comparisons, even though comparisons have been made, adequately tell this type of story.

Empirical Findings

The summary of our overall data must be viewed in the context of the sample selection. We deliberately asked for and received a sample of students from average achieving schools and classrooms in each of the communities. We wanted to do a working and lower class study and to have a sufficient number of middle class children against which to check our findings. This we accomplished.

In the context of this sample selection, our overall data indicates what many researchers have indicated over time. The middle class achieves more than the lower class. In addition we find that the Northern school children achieve more than the Southern school children and that whites achieve more than blacks. This type of aggregate data indicates the basic agreement of the study with other studies of social class, region or country and race. Consequently, our findings on the differential achievements of children with varying types of teachers should be considered significant. Even though our aggregate data supports much of the previous findings, when the children do differ from these kinds of expectations, it is apparent that the attitudes of teachers makes a great deal of difference in the children's achievement.

Again, in the context of our sample selection, we find that teachers are extremely poor predictors of students' ability and that students themselves are excellent predictors of their own abilities. In fact, if one were to take our results as typical, one could derive a ranking of children by merely asking them to rank themselves in the classroom.

Our regression model yielded a model of decrements which flowed from Northern middle class whites to Southern lower class blacks. Given an intersect on the regression line beginning with the white, middle class northern child of 117.1776 we begin a descent which looks as follows:

BEST COPY AVAILABLE

White Middle Class North	117.1776
White Middle Class South	111.03
Black Middle Class North	109.6176
White Working Class North	105.2383
Black Middle Class South	103.47
White Lower Class North	102.2522
White Working Class South	99.01
White Lower Class South	96.024
Black Working Class North	94.8832
Black Lower Class North	91.8972
Black Working Class South	88.655
Black Lower Class South	85.699

In short there is a penalty to students who are black, live in the south and come from the working or lower classes. However, and this must be emphasized most strongly, the total amount of variance which can be accounted for amounts to only 30% of the total variance among the scores of the students.

The matter of the authoritarian nature of teachers and the depressing influence they have on the Achievement-IQ of children has a corollary in the results from the WISCAR test administered during the program. This test was designed to get at the variation in the responses of children from black, white and integrated schools to a series of cartoons in which racially different situations were presented. The dominant finding from the study lies in the effect of integrated vs. black and white classrooms. Children's likes and dislikes for classmates as expressed by "Whom does the teacher like/dislike", as well as "Whom do the children like/dislike" are strongly affected by the race of the teacher. Children see the teacher as positively biased towards children of her own race and negatively biased towards children of the opposite race; what is even more revealing is that the race of the teacher seems also to control whom children like/dislike in exactly the same fashion. No matter the racial composition of the classroom, the race of the teacher influences the like/dislike patterns which children express. Children are more likely to express likes for black children when the teacher is black; for whites when the teacher is white.

In similar fashion, the type of classroom chosen by children, when confronted with predominantly black classroom and black teacher, is heavily influenced by the actual classroom setting in which children find themselves. Black children coming from segregated black classrooms are 5 times more likely to pick a predominantly black classroom and teacher than similar children in an integrated situation. An integrated education for children produces effects which reflect an integrated series of choices on the part of these children; a segregated education (for both blacks and whites)

BEST COPY AVAILABLE

Our most significant finding is the striking difference in the Achievement-IQ scores of children who have conservative as opposed to liberal teachers as measured by the Christie Form of the California Personality Scale, commonly referred to as the F scale. Our range of decrements accorded to children who have conservative as opposed to liberal teachers has a range of 5-40 achievement points! In this connection it is important to note that the moderate teacher who falls in scores between the conservative and liberal teacher is much more akin to the liberal teacher than to the conservative teacher. Consequently, it is the conservative teacher who has a depressing effect, on the whole, rather than the liberal teacher who elevates the scores of children.

It is important to note the possibility of a classic test score pattern which may need additional investigation. Most researchers have noted the difference between black and white children, between North and South and between middle and lower classes. What this study indicates is that a great deal of the difference which seems to reside in the race, social class or region of the country, may indeed be accounted for by the nature of the teacher who is assigned or who simply finds himself with black, lower class children living in the South. These teachers are significantly more authoritarian than the teacher who is teaching in the North with white middle class or lower class children.

What is one to say given the data related to achievement, teachers, community findings and the process of desegregation? First and foremost is the influence of the teacher within the classroom situation. His or her training, background, attitude, intellectual ability and flexibility is of paramount importance in the achievement of the child in the classroom. Given a series of authoritarian teachers who would teach a child over a 6 year period it is not difficult to visualize a more or less permanent damage and decrement in Achievement-IQ which could influence the child's ability to see himself accurately and influence the perception of other teachers who read his "record". Given, in addition, the fact that these teachers are more likely than not to be teaching in black, segregated schools in the South and where, because of tradition, local superintendents are likely to continue to assign such teachers to black, segregated schools, it is not too difficult to see why it is that a self-fulfilling prophecy begins to emerge for children caught in a web which is not of their own making.

The process of achievement, like the process of desegregation needs much greater explanation, investigation and resolution before we can fully comprehend the impact of a racist and segregationist society on the life of a black child in the South

BEST COPY AVAILABLE

or North, but it is apparent that one clue to the achievement discrepancy between black and white, between North and South and between middle and lower classes is clearly the character of the teaching available to children in black, lower class and Southern schools. Overcoming these handicaps ought not to be the job of parents and children alone; in the same sense that overcoming disease and pestilence ought not to be the job of parents and children alone. The profession of teaching and administration has the responsibility of recognizing these findings and further, to begin to undertake the job of selection, recruitment, retraining and education of teachers to provide the full measure of educational benefits which children in our society deserve.